

Sycamore Academy
of Science and Cultural Arts

Operated by the Ronald Reagan Charter School Alliance 501(c)(3)

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AFFIRMATION/ASSURANCES

As the authorized lead petitioner and Executive Director, I, Barbara Hale, hereby certify that the information submitted in this petition for the establishment of a California charter public school named Sycamore Academy of Science and Cultural Arts – Chino Valley (SASCA-CV) and located within the boundaries of the Chino Valley Unified School District (the "District") is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a charter public school; and further, I understand that if awarded this charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will 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 Charter School declares it shall be deemed the exclusive public-school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act [Ref. Education Code Section 47605(b)(6)].
- The Charter School will be non-sectarian in its programs, admissions 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 admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School will 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 will be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority will 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)].
- Pursuant to the requirements specifically stated in Ed. Code §47605(d)(1), the Charter School “shall not discriminate against a pupil on the basis of

the characteristics listed 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 adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School will 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 will 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 is required to hold. As allowed by statute, flexibility will be given to noncore, non-college teachers [Ref. California Education Code Section 47605(l)].
- The Charter School will, at all times, maintain all necessary and appropriate insurance coverage.
- The Charter School will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall meet or exceed the legally required minimum number of school days [Ref. Title 5 California Code of Regulations Section 11960].
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School will notify the superintendent of the school district of the pupil's last known address within 30 days, and will, 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 will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection [Ref. California Education Code Section 47612.5(a)].

- The Charter School will, 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 will comply with any jurisdictional limitations to locations of its facilities (Ref. Education Code Sections 47605 and 47605.1).
- The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment [Ref. California Education Code Sections 47612(b), 47610].
- The Charter School will comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by Every Student Succeeds Act.
- The Charter School will comply with the Family Educational Rights and Privacy Act.
- The Charter School will comply with the Public Records Act as legally required for charter schools.
- The Charter School will comply with the Ralph M. Brown Act.
- The charter school will adhere to the requirements of Ed. Code §49010 and its mandate prohibiting unlawful pupil fees and complaint policy procedures.

Signed _____ Date _____

INTERPRETATION OF TERMS

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to Sycamore Academy of Science and Cultural Arts – Chino Valley and/or “SASCA-CV” and/or Sycamore Academy of Science and Cultural Arts and/or “SASCA” and/or Sycamore and/or the Charter School and/or the School and/or Sycamore Academy shall apply with full force and effect to Ronald Reagan Charter School Alliance (RRCSA) and any and all references to Ronald Reagan Charter School Alliance (RRCSA) shall apply with full force and effect to Sycamore Academy of Science and Cultural Arts – Chino Valley. For all purposes related to this Charter or the operations of Sycamore Academy of Science and Cultural Arts – Chino Valley, both Sycamore Academy and Ronald Reagan Charter School Alliance, shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein. Throughout this Charter and in any attachments, exhibits, and/or appendices hereto, any time that Sycamore Academy states that it will follow the requirements of a particular Section of the Education Code or other law, it means that Sycamore Academy will comply with these laws in the same manner and to the same extent as required for California non-charter public schools, except where otherwise specified.

BACKGROUND INFORMATION

The Ronald Reagan Charter School Alliance is a 501(c)(3) established to operate charter schools. RRCSA, since its inception, has only operated one charter school, Sycamore Academy of Science and Cultural Arts. The Articles of Incorporation and Bylaws of the organization support the establishment of additional charter schools. In association with the RRCSA corporation, RRCSA is the sole member of the 23151 Palomar Street, LLC which holds title to the 23151 Palomar Street property. Additionally, the Sycamore Academy of Science and Cultural Arts Foundation was established in order to support the program through fundraising. The Sycamore Foundation acquires donations, holds fundraisers and manages community outreach on behalf of the school.

Governing Board

The board currently consists of five (5) members from varied backgrounds as noted below.

Roland Skumawitz, Board President

Mr. Skumawitz holds a master's degree in public administration from USC and a Bachelor of Science degree in social studies from Cal Poly Pomona. He has more than 35 years of experience in education, with 19 years of service as a superintendent of the Romoland School District. While superintendent Mr. Skumawitz worked closely with Eastern Municipal Water District on projects involving the school district. Besides having served the public through education, Mr. Skumawitz contributes to the local community by participating on the Murrieta Temecula Group, Central County United Way, United Communities Network, and Rancho California Water District board.

Daniel Leavitt, Secretary/Treasurer

With over 20 years of experience in theater, film, television, sporting and live events, Dan has worked with celebrities and visionaries from around the world, survived terrors to test one's sanity, and seen visions wonderful to behold. Of his career, Dan says "I have always loved learning. As a child, I didn't know what I wanted to be when I grew up... or rather, I wanted to be *everything*. A lawyer. A doctor. A scientist. An actor. A chef. An architect. Imagine a job where you could attend every profession's trade show, business meeting, product release, or strategy session. That's what I do... and it's as close as I could get to being everything." Dan is avid reader, an indefatigable explorer of food, music, film, and art, and thoroughly enjoys solving any technical problem that happens to come his way.

Dan holds a degree in Communications from UCSD. He is currently the Head Video Engineer for Power Plus Productions in Vista, California

Dr. Ingrid Flores, Trustee

Dr. Ingrid Flores is an assistant professor of science education in the School of Education of California State San Marcos. Since 2000, Dr. Flores has taught science methods and mathematics methods courses at CSUSM in the Multiple Subject Teacher Credential Program, of which she was coordinator from 2008-2013. In addition, she supervises pre-service teachers in clinical practice. Dr. Flores previously taught developmental mathematics at the University of Texas El Paso (UTEP). She has significant teaching experience in higher education and working in public school settings with diverse student populations. Her research interests include the integration of educational technology in science teaching and learning and developing pre-service teachers' scientific competence for teaching through site-based professional development.

Matthew Roberson, Trustee

A graduate of Cal Poly Pomona, Mr. Roberson has over 18 years of experience in the banking industry with various roles in operations and relationship management. A trusted advisor to many small and middle market business clients with complex banking relationships throughout Southern California. An avid outdoorsman, Matt likes to spend family vacations traveling the United States visiting State Capitals and National Parks.

Ivonne Landeros, Trustee

Mrs. Landeros is a life-long Southern Californian having spent her childhood in Monterey Park. She is a graduate of Mt. San Antonio College. Mrs. Landeros has worked for Mt. SAC for nearly twenty years, first for the Foundation and most recently in the Community Education Department as an Administrative Specialist. She is the mother of four children. Three of her children have graduated from high school and two currently attend Mt. San Antonio College. Her youngest joined the Sycamore-Chino Valley family in 2019.

Our History

The Sycamore Academy of Science and Cultural Arts (SASCA) was authorized as a K – 6 school by Lake Elsinore Unified School District (LEUSD) in June of 2009 for a five (5) year term, 2009 – 2014. The school began operations in September 2009 in a retail center located at 32326 Clinton Keith Road in Wildomar. SASCA received Western Association of Schools and Colleges (WASC) accreditation in 2010 and received a six-year renewal in 2013. In October of 2013 the school submitted the petition for renewal with the addition of 7th and 8th grades which was approved by the Lake Elsinore Unified School District Governing Board.

In 2009 when SASCA was approved, the RRCSA Board elected to be an arm of the District for Special Education. In 2014, the school applied to El Dorado County Charter SELPA (EDCCSELPA) and was accepted, becoming an LEA for Special Education. SASCA has been and continues to be a school in good standing with EDCCSELPA.

In 2013, RRCSA and SASCA Administration began working with an investment banker to secure funding for property and construction of a permanent school-site. In September of 2014, the organization secured private activity bond and began that construction process. In September 2015, the school relocated to a new facility owned by 23151 Palomar Street, LLC. As required by law, the school submitted a request for a material revision to the charter due to the change in location. In collaboration with the Authorizer, LEUSD, the material revision included the addition of Transitional Kindergarten and Home Study programs which began in the 2016-17 school year.

In 2015, RRCSA began discussing replication. The Executive Director shared the idea with LEUSD to provide opportunity for input. Replication is necessary to continue to provide growth opportunities for teachers however, in congruence with the beliefs of our founding group, that parents should be allowed to choose the educational environment for their children, the SASCA team set out to find a community that wants this model as a choice in public education in their community. The Chino Valley presented itself as a community in need of a public-school option that operates independently of the District.

Founding Group

The Ronald Reagan Charter School Alliance was formed to establish, protect, and institutionalize a program based on constructivist learning principles that make children's learning the focus of the educational agenda within real world and community-based problems. Through numerous workshops and frequent discussions, we recognize that we, the founders of the Sycamore Academy of Science and Cultural Arts, have the same vision for all students to have extensive learning experiences in meeting the Standards determined by the state of California. Basing the instructional program, professional development and operation of the School on these principles provides a firm foundation for powerful learning experiences for all children. The freedom and independence of a charter school allows maximum use of our resources for student achievement. This provides new and greater professional opportunities for teachers to be responsible for the educational program, as well as expanded choices for parents and students within the public-school system. As a result, we provide children and their families with an exceptional educational experience that prepares the children for secondary school, college, careers and global citizenship. The members of the founding group are identified below and more information about each is available in the Charter document approved by Lake Elsinore Unified School District ("District" or "LEUSD") on June 25, 2009

Edie Esquivel	Richard Shepler	Craig Richter
Gary Hanggi	Prapanna Smith	Theresa Kent
Barbara Wilson	Dionna Fitch	Gina Hope
Melissa Katigbak	Thenell Hanggi	Janet Valadez
Susan Mitchell	Dawn Calkins	

ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM

"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 § 47605(c)(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 §47605(c)(5)(A)(ii).

Vision and Mission of Sycamore Academy

The vision of our learning community is to provide a setting for learning based on constructivist principles that promotes the pursuit of wisdom and honors diversity of thought. Students, teachers, staff, community members and parents are active participants in a community of learners working in a collaborative democratic manner. Students from transitional kindergarten (TK) through eighth grade are inspired to pursue higher academic studies, career or technical education as well as to gain skills to be successful in the 21st century global community. Our students will exceed expectations and become critical thinkers, as they are engaged with dynamic instruction practices that inspire them to be motivated, independent, competent, and lifelong learners.

The mission of the Sycamore Academy is to prepare a diverse TK-8 student population for secondary education, college, careers and global citizenship by providing each child with the knowledge, critical skills, and fundamental dispositions to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st century every child must construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, value differences, and reflect consistently on his or her growth as a learner.

The main focus of the educational program is to engage students in questioning their natural and social environment. They are encouraged and helped to take a deeper look into things that are meaningful to them and to other members of their community of inquirers. Students engaged in personal inquiry actively pursue a series of interrelated learning activities. To create this learning environment, we have established the following expectations.

Educational Philosophy

SASCA-CV provides a rigorous academic curriculum within a student-centered environment which enables students to be successful in further academic pursuits. All students are held to high academic and behavioral standards and perform service within the greater learning community. Classes are engaging and motivating which support an environment where students are empowered to think, create, and explore at the highest levels of learning. The greatest gift we can provide our students is the desire to be an independently driven life-long learner. This charter establishes Sycamore Academy of Science and Cultural Arts for the purpose of capturing in children and adults of our community the spirit of pursuing wisdom through the use of the constructivist theory of learning. Knowledge, skills, and information are not sufficient; their proper use must be in accord with the pursuit of high moral and ethical standards. Twenty-five hundred years ago, Socrates engaged in this pursuit through asking questions and seeking their answers. To this end the Sycamore Academy of Science and Cultural Arts is conceived.

The guiding principle for our school was aptly stated in an article from the Educational Researcher (May 1996):

“Students should be allowed to make the subject problematic. We argue that this single principle captures what is essential for instructional practice. It enables us to make sense of chaos, to sort out what is indispensable from what is optional. By itself, the principle does not specify curriculum nor prescribe instruction. But it does provide a compass that points classroom practice in a particular direction and that checks the alignment of its basic elements.”

Allowing the subject to be problematic means allowing students to wonder why things are, to inquire, to search for solutions, and to resolve incongruities. It means that both curriculum and instruction should begin with problems, dilemmas, and questions for students. We do not use “problematic” to mean that students should become frustrated and find the subject overly difficult. Rather, we use “problematic” in the sense that student should be allowed and encouraged to problematize what they study, to define problems that elicit their curiosities and sense-making skills.

SASCA-CV faculty and staff create an inspired atmosphere that supports our school's vision, where all students are introduced to the educational benefits of a highly collaborative environment and develop the skills necessary to overcome obstacles to achieving their goals.

Creating long-term academic success takes place through a school-wide, data driven model of reform that shapes the culture of high expectations for every

student. This is accomplished by promoting the inquisitive and creative nature driven by design and emphasis of the arts and sciences.

SASCA-CV faculty and staff members merge their collective experience to formulate consistent language, policies, and programs to support schoolwide goals. SASCA-CV adheres to a rigorous, Common Core State Standards-based curriculum which includes: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects ("ELA"); Mathematics; Next Generation Science Standards (NGSS), FITNESSGRAM Performance Standards, English Language Development Standards, as well as any additional Standards required by law. Throughout this document, "standards" refers to the appropriate standards as listed above, for the given topic.

What It Means to Be an Educated Person in the 21st Century

An educated person is one who has acquired the knowledge, critical skills and fundamental dispositions that will enable him or her to live productively in a democratic society. We define an "educated person" as one who has acquired the following:

Knowledge

A deep understanding of the local community; economically, socially, scientifically and politically;

A deep understanding of our national heritage, including the philosophical, religious, scientific, economic and political ideas that have shaped our institutions;

Ability to criticize and evaluate the messages and opinions promoted by mass media;

Ability to analyze, manipulate and evaluate the use of mathematical symbols;

Ability to comprehend, analyze, interpret and evaluate written text;

Ability to utilize technology to analyze, interpret and evaluate the natural and social world; and

Ability to speak and write with clarity of expression, to present ideas that are rationally persuasive and done with correctness and grace.

Critical Skills

Problem Solving—Develops effective solutions to the multi-dimensional and complex problems ever-present in personal and professional arenas.

Decision Making—Can and does make responsible decisions in diverse situations.

Critical Thinking—Can critically think for oneself by justifying opinions based on evidence and sound reasoning.

Creative Thinking—Has both the confidence in and capacity for the creative thinking that both enhances experience and results in a variety of life roles.

Communication—Can express oneself with clarity and authenticity.

Organization—Can efficiently and productively organize time, space, materials, and tasks.

Management—Can skillfully help others to optimize their work together through effective management.

Leadership—Can recognize quality leadership and can provide it when appropriate.

Fundamental Dispositions

Ownership—A responsible and invested owner of life-long learning.

Self-Direction—A reflective self-directed individual with a strong work ethic.

Quality—A well-developed internal model of quality work.

Character—Develops a strong sense of purpose within a moral community by exercising such virtues as honesty, integrity, perseverance, thoughtfulness, respect, wisdom, self-control, courage, caring, and justice.

Collaboration—Seeks to optimize work through collaboration.

Curiosity and Wonder—Has a sense of curiosity and wonder.

Community—Is a responsible and active member of a community.

SASCA-CV believes that these knowledge, skills and dispositions adequately resolve the tenacious and long-standing problems facing the world. SASCA-CV believes fostering the development of these in an educational environment by upholding standards of academic excellence, democratic processes, and developmentally appropriate learning experiences encourage the creative and critical thinking skills that enable students to find workable solutions to real world problems.

SASCA-CV recognizes the critical need for developing 21st century learners. Those knowledge, skills, and dispositions listed above are embedded throughout SASCA-CV's program. Through collaboration with diverse populations, development of a Growth Mindset, advancement of the Habits which encompass the Critical Skills and Fundamental Dispositions, use of relevant technology, understanding of the Multiple Intelligences and Mindsets, and an overall ability to use metacognition strategies and self-reflect, SASCA-CV students become independent, critical thinkers and life-long learners that will positively contribute to global community.

How Learning Best Occurs

Learning occurs best when the student is driven to solve a passionately held question. Consequently, the teacher's role is to provide relevant information and tasks that will

engage students in a process of inquiry. One of the major distinctions of this School is the relationship between the student and the subject matter or curriculum. Rather than the subject matter being a set of information to be memorized by the student, it is to be "problematized," that is, the students should relate to the subject matter, whether in the field of mathematics, social studies, science, or any other, with a mind full of questions. The questions should not be about how to pass a test, succeed in the course, get a good grade or avoid detention. Rather, the questions should be about the subject matter per se.

SASCA-CV applies the best of research-proven strategies and evidence-based practices to provide a rich and rigorous academic program that gives all students the opportunity and supports to be successful.

In a collaborative environment—Research has shown that school success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among and between students, teachers, parents, administration, and community is necessary for a successful school.

In a climate where there are measurable goals—This "backwards design" instructional model requires a standards-based system that gives direction to academic programs and is designed to ensure college and career readiness for students. The assessment of students' progress is based on multiple measurement tools looking at the many facets of the learners.

In a climate of accountability—As Schmoker (1996) so simply states, "What gets measured gets done." SASCA-CV provides a continuous collection and application of data for students, parents, teachers, administrators, members of the community and Board of Trustees as well as the Charter Authorizer.

With highly specialized teachers and staff—Specialized staff development programs provide proactive Instructional leadership. Darling-Hammond (1997) states, "The single most important determinant of student achievement is the expertise and qualifications of teachers." SASCA-CV provides a broad spectrum of data-driven training opportunities for staff and participates in selected professional development programs.

When parents participate in the educational program—Therefore, SASCA-CV offers many opportunities for parent participation in their child's education, including in-services on the latest research regarding student learning and the use of technology in education.

In programs that have strong literacy components—Literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation interventions are provided. (Torgeson, 1998).

In a program that incorporates technology—Technological innovations enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st Century.

According to Making Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners (Ritchhart et al. 2011) the following are essential to understanding:

- Observing closely and describing what is there
- Building explanations and interpretations
- Reasoning with evidence
- Making Connections
- Considering different viewpoints and perspectives
- Capturing the heart and forming conclusion
- Wondering and asking questions
- Uncovering complexity

Further, key thinking elements necessary for problem solving, decision making and forming judgements include:

- Identifying patterns and making generalizations
- Generating possibilities and alternatives
- Evaluating evidence, arguments, and actions
- Formulating plans and monitoring actions
- Identifying claims, assumptions, and bias
- Clarifying priorities, conditions, and what is known

S.P.E.C.

S.P.E.C. is a term used to describe the dynamics that guide our thoughtful design of learning experiences for our students. This encompasses a framework for the design of our environment, a way of thinking, and how we structure our educational model. S.P.E.C. represents the broad ideas that provide the building blocks for being purposeful in the process of engaging students and presenting the highest quality learning environment.

Student Centered

- Develop a deep understanding, mastery, and application of important concepts that propel inquisitive lifelong learning and reach high levels of academic achievement;
- Provide an educational environment where students acquire and practice a range of essential skills that are based on the Standards;
- Use research-based instructional practices that meet the diverse needs of all students
- Align instruction to the range of rigor and format of the Standards and State Assessment;
- Facilitate character education that emphasizes respect, self-empowerment, leadership, empathy, and citizenship, and fosters patriotism.

Problem-based

- Foster students' civic responsibility and the understanding of their role in the global community; and
- Connect curricular concepts with service-centered activities.
- Provide instruction in ways that challenge students' depth of knowledge.

Experiential

- Teach reading comprehension through expository text, such as History/Social Studies and Science; and
- Provide multiple opportunities for students to participate in community service projects;
- Foster student competition in the global marketplace
- Offer multi-sensory, multi-modal environment that allows student to interact in real-life contexts

Collaborative

- Establish community expectations of mutual respect and high expectations.
- Use classroom management techniques and differentiated instruction strategies to promote student success;
- Utilize a Multi-Tiered System of Support to identify and intervene early for at-risk students; and
- Maintain a shared decision-making process with various groups of staff, parents, and community members, which addresses identified needs of both students and SASCA-CV's overall educational program;
- Create an atmosphere of inclusiveness for all families; and

- Implement an array of activities and programs which celebrate student success and encourages parent involvement.

SASCA-CV incorporates decades of research to determine which teaching strategies and evidence-based practices have positive effects on student learning. In 2015 the administration studied the work of John Hattie and found that his research validates the focus of the constructivist theory of learning and teaching and gives new depth to the quality of instruction that was found at SASCA-CV. We have since applied "Making Thinking Visible" to instruction in SASCA-CV classrooms. These techniques are not new to teaching but when teachers use these strategies and practices effectively with their students, the outcome is a measurable difference in student achievement. The overarching theme is that achievement is maximized when teachers see learning through the eyes of their students. The teacher's job is to facilitate lessons that allow children to construct their knowledge. Seeing the learning through the eyes of the learner is a powerful tool. Additionally, SASCA-CV teachers understand that student outcomes are only changed when the strategies used to engage and teach them match the student's needs, hence the incorporation of the Theory of Multiple Intelligences. Teachers must therefore know their impact on student learning, be responsible for that impact, and ensure that the impact is positive.

Underpinning the research, concepts, strategies and methods outlined in this charter is the understanding of metacognition and the important role it plays in personal growth and learning, independence, diversity of thought and the ability to resolve conflict. Metacognition simply explained is the awareness of one's own thought. Metacognition represents higher-order thinking which empowers understanding, analysis, and control of one's cognitive process. Metacognition is the key to developing learners who continually seek greater understanding.

Teaching students to think deeper about their own thinking and then making that thinking visible so that the teacher can see the learning through the eyes of the learner and adjust instruction to provide opportunities to construct knowledge encompasses the growth that our learning community has made during the last ten years.

Visible Learning

The premise of Visible Learning is that teachers' evaluation of themselves, their impact on student learning, and willingness to modify actions in light of feedback, are the key elements to making learning visible. Learning comprises the development of sufficient shallow knowledge to form a theoretical understanding that encompasses related ideas. In most instances, learning is a result of challenge, conflict, or confronting unfamiliar situations. It is commonly held and repeatedly proven throughout educational research that learning begins with what students know (baseline) and proceeds to where we want them to be (standards). The role of the teacher then becomes one of self-evaluation, based on student-generated outcomes, and modifications to the teacher's actions are made in order to garner the desired student-generated outcomes.

Teaching methods that achieve positive changes in student attitudes and/or academic behaviors are those that are grounded in the deep understanding of each individual. To that end, Howard Gardner's Theory of Multiple Intelligence is used to accelerate a rapport with students and a starting place for building a connection with each student. A quick assessment of each student's strengths in the Multiple Intelligences allows the teacher to facilitate different contexts for engaging students in activities. This process rapidly opens communication from the student because confidence is raised, regardless of past experience. Building a positive and trusting relationship between teacher and student is the priority and proven to be the single most important factor in student success.

There are many strategies, approaches, procedures, etc. that can be applied to any given teaching experience however, these five highlight the work of John Hattie and provide the greatest positive effect on student learning.

- Teacher Clarity—The teacher clearly articulates the purpose of a lesson and the success criteria for the students to gauge their own learning
- Classroom Discussion—The teacher becomes the “guide on the side” allowing students to engage in robust discussions
- Feedback—Consistently provide and receive feedback
 - Task feedback provides concise information on how well the task was completed
 - Process feedback provides questions to challenge the learner's current thinking
 - Conditional feedback provides reflective questions that guide metacognition
 - Self-feedback provides personal evaluation and reflection on learning

- Formative and Summative Assessments—The consistent monitoring of student progress and the use of this information to guide instruction and intervention
- Metacognitive Strategies—The teacher provides continuous opportunities for students to develop and use metacognition and direct their own learning.

When teachers are focused on student thinking and learning, the teacher becomes the agent of change for the student. It is then possible for the teacher to present challenges to the students' understanding and make learning happen. Teachers are not the delivery agents for curriculum but rather change agents for student thinking. This requires teachers to actively engage students with ideas and then guide and extend their thinking. To this end, teachers must make student thinking visible and then provide visible teaching. Teachers must ask questions that reveal student thinking such as "How do you know?" "Why do you think that?" "What happened?". Based on the student response, the teacher will have the road map to correcting the student's thinking about the concept or confirming the student's understanding. Through effective and concise feedback, the teacher redirects student thinking in order to advance learning.

Teachers will:

- Identify the most effective ways to present the subject matter.
- Clearly identify the success criteria to the students.
- Create optimal classroom climate for learning.
- Monitor learning and provide effective feedback.
- Believe that all students can achieve the success criteria.
- Assist students in developing self-reflection and evaluation skills.

Learning is a product of thinking and the teacher's role is to create opportunities for thinking. While understanding that thinking is largely an internal process, the teacher must skillfully design opportunities for students to make their thinking visible to the teacher and/or other learners. It is only when the teacher sees the learning through the eyes of the student, that the teacher can truly impact student thinking thereby advancing student learning.

Visibility of learning occurs when the student can articulate his or her understanding of a concept. Learning becomes visible when the student demonstrates advancement in the understanding of concepts, ideas and/or theories. With each step in the learning process, the teacher's role is to provide opportunities for the student to make the thinking and learning visible. Visible learning opportunities are not limited to assessment, quizzes, tests, etc. but rather on a perpetual cycle throughout each unit, each day, each lesson, each activity. The more opportunities

a student has to share his thinking, the more reflective and refined the student thinking can become.

Visible learning occurs when teaching and learning are intentional and transparent. Learning takes place when effective and timely feedback is given and when students are actively engaged seeking feedback that advances their learning. A culture of thinking only occurs when all stakeholders share a growth mindset for continual improvement and a trusting, open relationship that allows for honest dialog. This concept is developed throughout the classrooms, in all groupings, across and through grade levels as well as among staff and faculty.

Thinking Routines provide vehicles for making thinking visible and support students' development of understanding. Routines are used throughout all systems in order to provide an understanding and a process for achieving a common goal. In this case, the common goal is making thinking visible in order to advance understanding and learning.

Thinking routines can be used as tools, as structures and as the pattern of behavior within a group or classroom. It is important that students be provided and explicitly taught the framework of thinking routines in order for them to become independent selectors of the appropriate routine for any given situation.

In the chart below, we have provided twenty thinking routines adapted from the book *Making Thinking Visible*. These routines are organized into three categories for use. The first set is used for introducing and/or exploring ideas, the second set is used for synthesizing and organizing ideas, the final set is used for digging deeper into concepts.

	Routine	Key Thinking Moves	Brief Description
Routines for Introducing and Exploring Ideas	STW See-Think-Wonder	Describing interpreting, and wondering	Good with ambiguous or complex visual stimuli
	Zoom In	Describing inferring, and interpreting	Variation of STW using only portions of an image.
	TPE Think-Puzzle-Explore	Activating prior knowledge, wondering, planning	To direct personal or group inquiry and uncover current understandings and misconceptions
	Chalk Talk	Uncovering prior knowledge and ideas, questioning	Open-ended discussion on paper; ensures all voices are heard, gives thinking time
	3-2-1 Bridge	Activating prior knowledge, questioning, distilling, and connection making through metaphors	Works well when students have prior knowledge but instruction will move it in a new direction; can be done over extended time during the course of a unit.
	Compass Points	Decision making and planning, uncovering personal reactions	Solicits the group's ideas and reactions to a proposal, plan, or possible decision

	Explanation Game	Observing details and building explanations	Variation of STW focused on identifying parts and explaining them in order to better understand the whole, parts, and their purposes
Routines for Synthesizing and Organizing Ideas	Headlines	Summarizing, capturing the heart	Quick summaries of the big or what stands out'
	CSI Color, Symbol, Image	Capturing the heart through metaphors	Nonverbal routine that forces visual connections
	Concept Maps	Uncovering and organizing prior knowledge to identify connections	Highlights the thinking steps of making an effective concept map that both organizes and reveals one's thinking
	Connect-Extend-Challenge	Connection making, identifying new ideas, raising questions	Key synthesis moves for dealing with new information in whatever form it might be presented: books, lecture, movie and so on
	The 4 C's	Connection making, identifying key concept, raising questions, and considering implications	A text-based routine that helps identifies key points of complex text for discussion; demands a rich text or book
	Micro Lab Protocol	Focusing attention, analyzing, and reflecting	Can be combined with other routines and used to prompt reflection and discussion
	Then and Now	Reflecting and metacognition	Used to help learners reflect on how their thinking has shifted and changed over time
Routines for Digging Deeper into Ideas	What makes you say that?	Reasoning with evidence	A question that teachers weave into discussion pushing students justify their assertions
	Circle of Viewpoints	Perspective taking	Identification of perspectives around an issue or problem
	Red Light, Yellow Light	Monitoring, identifying of bias, raising questions	Used to identify possible errors in reasoning, over-reaching by authors, or areas that need to be questioned
	Claim-Support-Question	Identify generalizations/theories, reasoning with evidence, making counter-arguments	Can be used with text or as a basic structure for mathematical and scientific thinking
	Tug-of-War	Perspective taking, identifying complexities	Identifying and building both sides of an argument or tension/dilemma
	Sentence-Phrase-Word	Summarizing and distilling	Text-based protocol aimed at eliciting what a reader found important or worthwhile; used with discussion to look at themes and implications

Growth Mindset

The growth mindset is the focus of the research and work of Carol Dweck, Ph.D., Professor of Psychology at Stanford University and the expectation at Sycamore. With the right mindset, we are motivated to raise achievement levels and develop the capacity to establish and achieve our self-set goals. A growth mindset is expected of all faculty and staff as well as developed in every student. The growth mindset contributes directly to the learning community culture.

According to Dr. Dweck's research there are two mindsets, fixed and growth. These mindsets play a significant role in character development as well as our perceived achievement levels. While both mindsets can be present in any individual, the dominant mindset is the determinant of our reaction to conflict, barriers and failures and directly impacts our level of growth and success.

People with a fixed mindset believe their basic qualities are fixed traits. They believe that you either are or are not talented or intelligent and that is a constant, therefore a single assessment can have a life-long affect. The focus of a person with a fixed mindset is proving their talent or intelligence and therefore they often place blame on outside factors when they make a mistake. People with this mindset tend to stay within their realm of comfort and avoid challenges as they see challenges as a way to expose deficits. Fixed mindsets often require a lot of praise and are devastated by constructive feedback. While individual events might be dominated by a fixed mindset, a growth mindset is promoted and supported at Sycamore.

People with a growth mindset believe that effort plays a role in the development of their basic qualities. They view assessment as a moment in time and not the definition of themselves and their future. Each perceived failure is an opportunity to reflect and grow. People with a growth mindset accept challenges and constructive feedback. They view challenges as a way to prove their continued improvement and growth and find great joy in overcoming difficult tasks. Constructive feedback is appreciated by people in a growth mindset.

Dr. Gardner's work on "Minds" directly relates to Dr. Dweck's work regarding mindsets in that as we develop the minds, we support a growth mindset. The goal is teaching students how to continually grow and how to use information to increase capacity, develop skills, and look at problems from different perspectives. Students must develop each of their minds in order to remain in a growth mindset. As they become increasingly more disciplined, the student must develop their synthesizing mind to further their growth. As they begin to master the ability to synthesize, they must develop the creative mind, and so on.

Covey's seventh habit supports a growth mindset as well. As students are taught to manage their responsibilities and time, they are prepared for future academia and adulthood. The student learns to balance their life, prioritize their time, and seek learning opportunities.

Theory of Multiple Intelligences

Dr. Howard Gardner, professor of education at Harvard University, developed the Theory of Multiple Intelligences in 1983. The Theory suggests that the traditional notion

of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposed seven different intelligences to account for a broader range of human potential in children and adults. An eighth intelligence was added in 1988. Brief explanations of the eight intelligences are listed below:

Linguistic: The ability to think in words and to use language to express and appreciate complex meanings. It involves the ability to understand the order and meaning of words, explaining, teaching and learning, and linguistic skills. This intelligence includes sensitivity to sounds, structure, meanings, and functions of words and language.

Logical-Mathematical Intelligence: The competency to calculate, quantify, consider propositions and hypotheses, and carry out complex mathematical operations. It involves the discernment of relationships and connections, abstract, symbolic thought, sequential reasoning skills, inductive and deductive thinking patterns, and use of the scientific method.

Spatial Intelligence: The capacity to think in three dimensional forms and pictures. There is a need to create vivid mental images to retain information. It involves mental imagery, spatial reasoning, image manipulation, graphic and artistic skills, and an active imagination.

Bodily-Kinesthetic Intelligence: The competency to manipulate objects and fine-tune physical skills. It involves skillful work with objects, as well as athleticism, a sense of timing, and the improvement of skills through mind-body union.

Musical Intelligence: The capacity to be sensitive to pitch, rhythm, timbre, and tone, as demonstrated by composers, conductors, musicians, vocalists, and sensitive listeners. It involves the recognition, creation, and reproduction of music. There is often an affective connection between music and the emotions. Music has an impact on several components of your mind, including memory, imagery, and creativity.

Interpersonal Intelligence: The ability to understand and interact effectively with others. This involves effective verbal and non-verbal communication, the ability to note distinctions among others, sensitivity to the moods and temperament of others, the ability to entertain multiple perspectives, leadership, and collaborative skills.

Intrapersonal Intelligence: The capacity to understand oneself in terms of thinking and feeling and to use such knowledge in planning and directing one's life. It involves not only awareness of the self but also of the human condition.

Naturalist Intelligence: The ability to observe, understand, and organize patterns in the natural environment. It involves an expertise in the recognition and classification of plants, rocks and minerals, and animals. Has a love of the outdoors and interacts effectively with nature, and is gifted at nurturing and growing things, as well as having the ability to care for and interact with animals.

SASCA-CV believes that all children are gifted and through personal relationships and data driven instruction, we can help each child achieve his/her potential. While we believe that over time, with maturity, and as children are introduced to new and different things, one's strength in any given intelligence will increase. We also believe that by administering the Multiple Intelligences assessment, we have a road map to early engagement for each student, the information will assist in purposeful grouping and provide a general knowledge of the types of hands on lessons that would best reach the students.

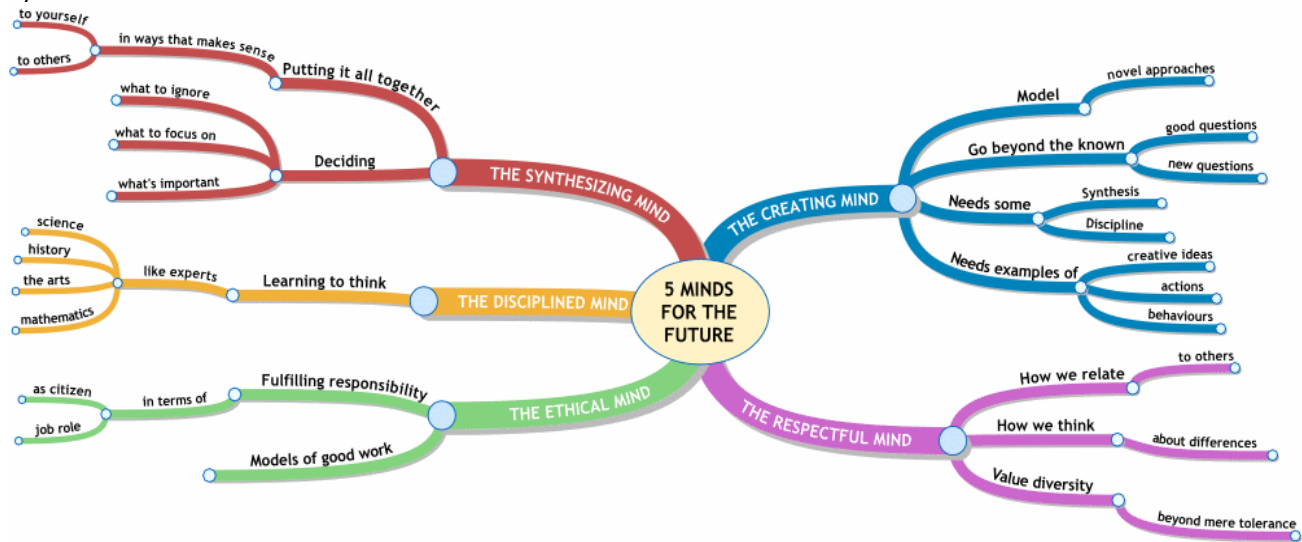
Five Minds for the Future

"Education is inherently an issue of human goals and human values," Howard Gardner. To this end, we must train our students to think globally yet act locally, developing each of the Minds and training in their use. Dr. Gardner shares the idea that because we are unable to know what careers our students will have in the future, or even what careers might be available in the future, we must train students to develop their minds, rather than regurgitate information. It has long been proven that intelligence is not fixed, with the correct tools and effort, we can grow intelligence.

Dr. Howard Gardner, creator of the Theory of Multiple Intelligences, has continued his study of the human mind and how it works and has expanded his work to include his theory on how the mind should be used. His theory is based in his extensive research in cognitive science, neuroscience, anthropology and history. Dr. Gardner's work in Multiple Intelligences is related to the psychology and cognition of the human brain, each separately from another, explaining how the brain works. Whereas his work on "Minds" is directly related to frames of mind necessary in a democratic, productive future, explaining how one should use the mind. His work aligns with that of Dr. Carol Dweck in this regard which is discussed later in the petition.

In his book, *Five Minds for the Future*, Dr. Gardner suggests that education must change in order to meet the changing needs of society. He notes his realization that just because the educational system has been the way it has for many decades, does not mean it remains effective. While the system has garnered positive results overall, we must adapt and change the system to meet the needs of the future

society. Society recognizes that learning must be lifelong, yet many educational systems have done little to address this realization.



The diagram above demonstrates Dr. Gardner's 5 Minds and below is a brief description of each.

The Disciplined Mind - anything worth studying is worth studying deeply and in a plurality of ways in order to gain diverse perspective and think beyond current knowledge. A disciplined mind desires deepened and refined understanding of topics. This mind is the baseline for lifelong learning, it strives for continued improvement in at least one skill, craft, or content knowledge.

*Teachers must understand student strengths and interests and create lessons to build weaknesses through the student's' strengths.

The Synthesizing Mind - anything truly learned can be used to generate knowledge and opinions. The synthesizing mind takes in a multitude of information from varying sources and uses that information to inform and guide decisions, understandings and opinions. In an educational context, synthesizing can occur through research or collaboration.

*Teachers must facilitate lessons that demand analysis of varied sources of information and ideas and require students to formulate opinions and justify their positions.

The Creating Mind - develops ideas that withstand the scrutiny of metacognition and lateral thinking and influence work in the topic. The creating mind delivers the ideas that are "outside the box" and that typically are met with severe examination. A creating mind can be present in an individual but may be limited to a discipline, domain or field.

*Teachers must encourage sharing of unique ideas and provide an environment wherein those ideas can be shared safely and respectfully.

The Respectful Mind - recognizes and appreciates differences in people, families, cultures and societies. The respectful mind seeks to honor differences and understands that those differences are what make societies stronger. The respectful mind reflects on one's own words and actions and seeks greater clarity to positions that are not his own.

*Teachers must provide lessons and models that demonstrate, teach and encourage empathy in students.

The Ethical Mind - work worth doing is worth doing well. The ethical mind not only produces quality work and continually seeks to improve the work but also extends themselves to good work in their community and the world.

*Teachers must instill in students, the drive to always submit their best work and seek opportunities to improve their work and the work of others.

Depth of Knowledge

Norman Webb's Depth of Knowledge Levels categorize tasks according to the intricacy of thinking essential for successfully completing them. It is clear, as evidenced by the shift from the former CST testing to the new CAASPP testing, that state and federal education agencies recognize the importance of developing problem solving, critical and creative thinking students. The Depth of Knowledge (DOK) levels are used to determine the weight of questions on CAASPP. The higher the level, the greater the weight, demonstrating the importance of teaching students higher level thinking skills, strategies for solving multi-layer problems and building dispositions necessary to accomplish challenging but achievable tasks.

The DOK levels can be described as:

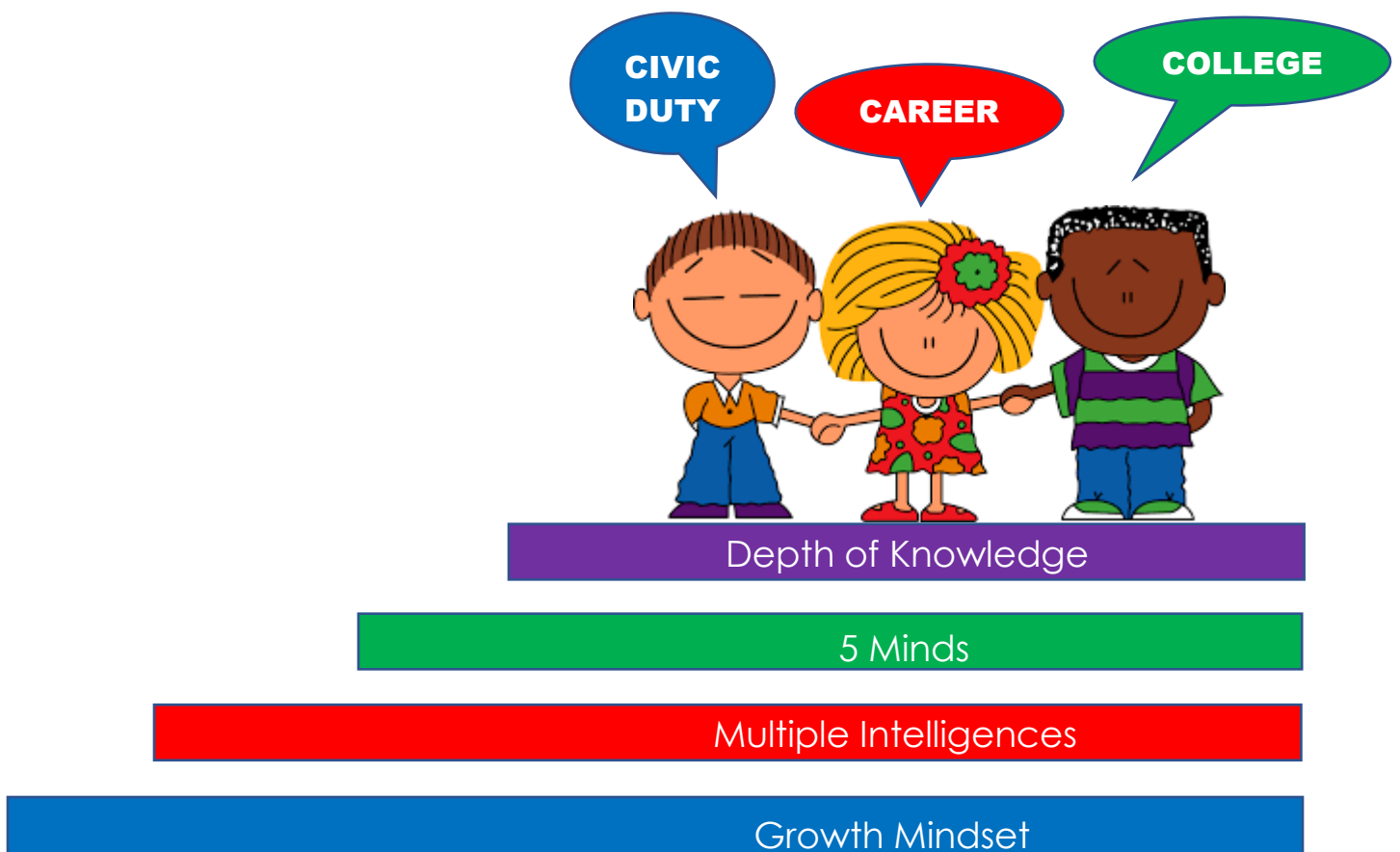
Level 1: Recall and Reproduction. Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula. Copying, computing, defining, and recognizing are examples of Level 1 tasks.

Level 2: Skills and Concepts. Tasks at this level require the student to make some decisions about the approach. Tasks with more than one mental step such as comparing, organizing, summarizing, predicting, and estimating are considered Level 2 tasks.

Level 3: Strategic Thinking. Tasks involve more abstract thinking. Examples would include: designing an experiment, analyzing characteristics of a genre or solving unfamiliar problems.

Level 4: Extended Thinking. Tasks require the most complex cognitive efforts. Synthesizing information from multiple sources, transferring knowledge from one context to an unrelated context, designing a data collection tool and analyzing results are examples of Level 4 tasks.

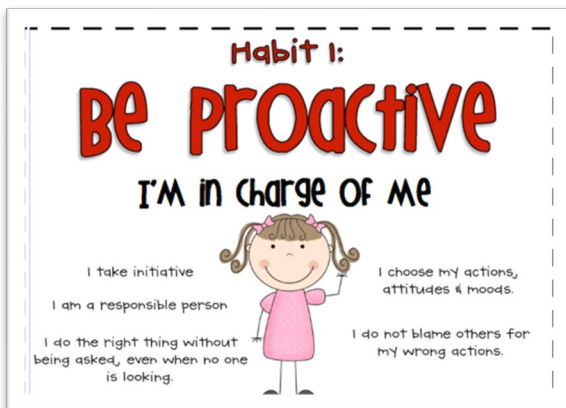
It is critical to understand how a Growth Mindset, Multiple Intelligences, 5 Minds and Depth of Knowledge are in strategic alignment for the purpose of developing higher level thinking that is continually seeking more knowledge and greater understanding. SASCA-CV staff spend a significant amount of time developing their understanding of each of these concepts and strategies to advance them in their students and recognizing how each supports the development of the next. We have developed the following graphic to encapsulate that understanding.



Habits of Highly Effective People

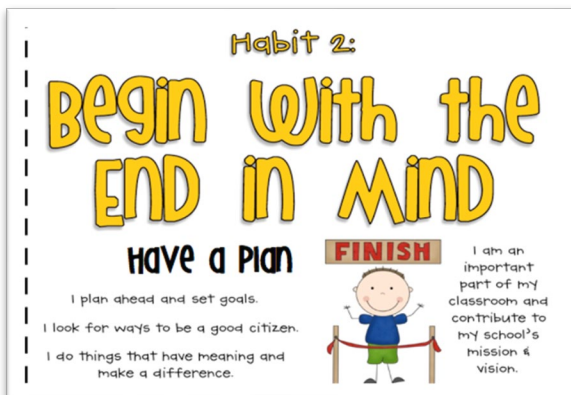
One's character is a collection of habits. Choosing to develop habits that lead one to be interdependent should always be the goal in a democratic society. Yes, we are all individuals with unique traits and ideas however, we must learn how to work with and for the collective good of our community. Students must be taught the skills necessary to be engaged in the progress of the community in a positive, empathetic, and collaborative way. These Habits relate directly to the Critical Skills and Fundamental Dispositions necessary to be an educated person in the 21st Century. To that end, students are taught the 7 Habits of Highly Effective People and continually provided direct feedback on their progress on developing and implementing these habits. Each habit is explained below followed by a chart demonstrating the correlation between the Habits and the Skills and Dispositions.

Habit 1 – “Be Proactive”



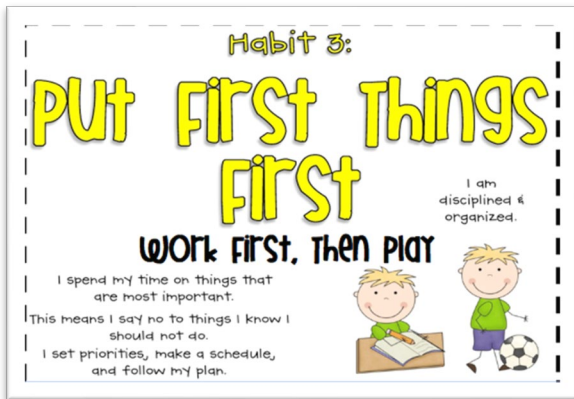
To be proactive means to think about and act ahead of foreseen events. Being proactive helps one to avoid having to do more work later on and eludes disasters. To be proactive requires planning for potential problems, solving problems instead of dwelling on them, prioritizing more effectively, and self-reflecting to make improvements. Students are taught to be proactive and challenged to maintain a proactive stance.

Habit 2 – “Begin with the End in Mind”



To “Begin with the End in Mind” means to start each day, task, or project with a clear vision of your goals, direction and destination. It requires establishing a have a plan to be proactive and being organized to accomplish each task in order to achieve your desired results. Beginning with the end in mind allows students to visualize their goal and then plan a path for achieving that goal.

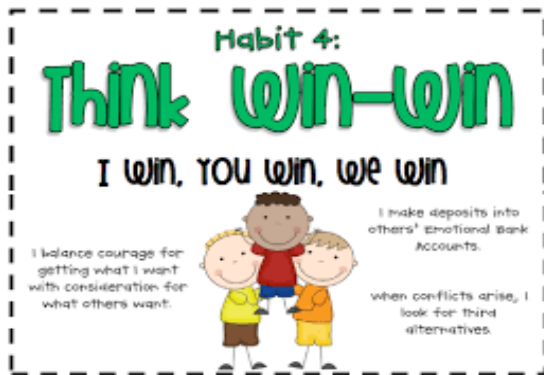
Habit 3 – “Put First Things First”



It is important to develop the skills of prioritizing and time management. Development of this habit helps students identify how to determine priorities and manage schedules to meet deadlines. Students are taught to separate what must be done from what we want to do and then identify the steps to accomplishing the tasks in order to maximize time. An organized person feels less stress and anxiety. An organized person wastes less time which allows for more time to stretch themselves beyond their comfort zone, try

new things and develop as a well-rounded person.

Habit 4 – “Think Win-Win”



To “Think Win-Win” is to seek mutual benefit in all interactions and decisions. This requires empathy. The development of the ability to listen for understanding is essential. One must understand what a “win” would be to the other party and balance that with a “win” for themselves. This requires the ability to compromise and think of alternative solutions in order to meet the needs of all parties.

Habit 5 – “Seek First to Understand”



Communication is the skill likely to have the most profound effect on an individual's success, survival and well-being. To that end, we must spend at least an equivalent amount of time and resources on teaching students to listen as we do in teaching students to read, write and speak. Seeking first to understand and then to be understood establishes a practice of focusing on empathy, listening before speaking, and including the impact on others in the decision-making process.

Habit 6 – “Synergize”



The term synergy is used when a whole is greater than the sum of its parts. In this context, it means that a group of people working together for a common goal can accomplish not only more but a better product than one person. The quality of the product of each individual increases when the final product is a culmination of the group. Interdependence is required for success in the global marketplace and as a member of humanity. Teaching

students this skill early produces a better outcome for not only the individual student but also every group that the student will interact with throughout his/her academic and professional careers.

Habit 7 – “Sharpen the Saw”



Sharpen the Saw means taking care of yourself. It means having achieving balance in all areas of your life; physical, social, emotional, mental, and spiritual. As you renew yourself in each of the four areas, you create growth and change in your life. Sharpening the Saw requires a Growth Mindset and the development of the habit of restoring oneself. Students increase their capacity to produce and handle the challenges around them when they understand how to balance their

commitments, manage their time and recognize the learning opportunities around them. Students must learn to balance themselves in preparation for adult life in college and beyond.

How do these Habits align with the Critical Skills and Fundamental Dispositions described as necessary for an educated person in the 21st Century? In the chart to follow, we have aligned them for reference. While we recognize that there are several ways that each Skill and Disposition can be represented in the Habits, through robust debate in our highly collaborative Professional Learning Community, we have agreed that this alignment fits our intentions and school culture the best.

#	HABIT	Critical Skills	Fundamental Dispositions	ELA Career and College Readiness
1	Be Proactive	*Problem Solving	*Ownership	They demonstrate independence

2	Begin with the End in Mind	*Critical Thinking	*Curiosity and Wonder	They value evidence
3	Put First Things First	*Decision Making *Organization	*Self-direction	They build strong content knowledge
4	Think Win-Win	*Creative thinking	*Character	They respond to the varying demands of audience, task, purpose, and discipline.
5	Seek first to Understand and then to be Understood	*Communication	*Community	They come to understand other perspectives and cultures.
6	Synergize	*Management	*Collaboration	They comprehend as well as critique
7	Sharpen the Saw	*Leadership	*Quality	They use technology and digital media strategically and capably.

Kagan Cooperative Learning



Dr. Spencer Kagan, founder of Kagan Cooperative Learning, utilized his knowledge and expertise in educational psychology to develop a method of cooperative learning that focused on student engagement in the classroom. He believed that harmonious classrooms that promote responsible learning and behaviors would improve students' social skills and character qualities and thus promote their academic achievement. Decades later, his research is confirmed and grounded in best practices in many schools. SASCA-CV utilizes the Kagan

Cooperative Learning model as one of our instructional practices.

Cooperative learning is an organized and structured approach to utilizing small groups of students who are enhancing their learning and interdependence. In SASCA-CV classrooms, students contribute to their learning through a division of work among students in a purposeful group setting. These groups promote positive interdependence on which students are responsible and accountable for completing one's own assigned duties while working with other students. This model is an effective method of increasing the number of students engaged in the learning process and their efforts to work together as a team. SASCA-CV is focused on and committed to maximizing student engagement, which in turn result in higher levels of academic learning and mastery of content standards while developing critical skills and fundamental dispositions.

SASCA-CV utilizes the seven components of effective cooperative learning in the classroom. The foundation of these components is based on four main principles;

- (1) Positive Interdependence,
- (2) Individual Accountability,
- (3) Equal Participation, and
- (4) Simultaneous.

These components are used to integrate learning and student engagement into content standard mastery.

The Seven Components	
Structures	Cooperative learning instructional strategies
Teams	Forming and re-form the various types of teams
Management	Managing cooperative classrooms
Class building	Creating a caring, cooperative community of learners
Teambuilding	Developing powerful learning teams
Social Skills	Developing students ability to cooperate
Basic Principles	Utilizing the proven principles of cooperative learning

SASCA-CV students in grades TK-8 participate in Kagan Cooperative Learning and benefit from a classroom environment that creates student accountability and engagement. Students participate in group work, class and team building exercises that leads to more effective classroom management and minimizes classroom disruptions.

Service Learning

According to the California Task Force on K- 12 Civic Learning, August 2014, <http://www.cde.ca.gov/eo/in/documents/cltffinalreport.pdf>. "The success of our nation and state depends on educated, informed, and active citizens and residents... For all students in California to have access to a continuum of civic learning experiences starting in Kindergarten -and to effectively respond to equity issues - we must embed robust civic learning throughout the K- 12 experience, both within and beyond school walls."

As part of the instructional program, SASCA-CV includes the six (6) *Research-Based Proven Practices* of *Civic Learning* into the total school educational program. Integrated throughout all curricular Standards, service learning projects, infused into lessons, enable all students from transitional kindergarten through eighth grade, to experience and engage in research-based areas of effective civic education, as described in the *Guardian of Democracy: The Civic Mission of Schools* report from The Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of Pennsylvania and the Campaign for the Civic Mission of Schools.

Service learning is a teaching method that combines academic content with direct civic service experiences. Students provide genuine service to their school or community while applying, extending, and/or deepening their understanding of curricular content. This practice enriches the learning experience for the student while strengthening community relations. According to multiple studies on the topic, students, faculty and community partners all benefit from Service Learning.

Teachers lead students in service learning projects and activities through the Six Research-Based Proven Practices:

Proven Practice # 1: Provide instruction in government, history, law, and democracy.

Proven Practice #2: Discuss current, local, national, or international issues, and events in the classroom, particularly those that young people view as important to their lives.

Proven Practice #3: Design and implement programs that provide students with the opportunity to apply what they learn through performing school or community service that is linked to the formal curriculum and classroom instruction.

Proven Practice #4: Offer extracurricular activities that provide opportunities for young people to get involved in their schools and/or communities.

Proven Practice #5: Encourage student participation in classroom and/ or school governance (i.e., classroom ambassadors in TK-8).

Proven Practice #6: Encourage students' participation in role-plays and/ or simulations of democratic processes and procedures.

As part of our school's vision, patriotism is fostered. Service Learning is one of the ways in which students are taught the importance of community involvement, developing understanding of diverse cultures, solving social issues and nurturing relationships within the community. Additionally, patriotic exercises, such as reciting

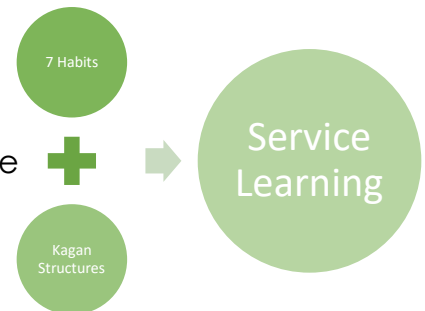
the Pledge of Allegiance, singing patriotic and/or seasonal songs and exploring elements of the American culture and history are part of the culture.

Weekly whole-school assemblies are held in order to bring the student body and staff together for the Pledge, singing, announcements, and student performances. Students are given the opportunity, as part of the curriculum, to participate in a school program during the course of each school year, as well as other performance opportunities during weekly assemblies.

The emphasis on patriotism is grounded in the belief that all citizens should think globally and act locally. Teaching students their impact on the environment, their family and their community develop a stronger sense of the interdependence needed for success in school, career and in life.

Each grade level at SASCA-CV has the opportunity to engage in service learning community-based projects tied to state standard learning components. As a primary element of service learning, students not only have the privilege of working directly with the community, but they also share their educational experiences at events such as school wide performances and assemblies.

For clarity of purpose, we have developed this graphic to demonstrate how the 7 Habits, Kagan Structures and Service Learning are related. As the graphic demonstrates, the 7 Habits are used to develop oneself and guide behavior. The Kagan Structures help students learn how to work within their learning community. Together, the 7 Habits and Kagan Structures guide students in their Service Learning experiences, seeking out service within their community, helping them to work with a diverse population and collaboratively communicate to solve real world problems through differing opinions, personalities and beliefs in a polite and respectful way.



Clubs

In addition to employing Visible Learning strategies, using Kagan Cooperative learning structures, ensuring access for the Multiple Intelligences, and varying DOK in the classroom on a daily basis to teach Standards, the staff create enrichment courses called CLUBS. All students participate in CLUBS periodically throughout the year. The courses are designed to provide opportunities to apply skills and knowledge in new ways, develop the seven habits, enhance each of the eight intelligences, and support a growth mindset. A primary component of this school wide program is to tap into the wide variety of interests, abilities, and talents of our

students and encourage all children to utilize a number of high-level thinking skills. Additionally, clubs provide a safe opportunity for students to explore new skills, subjects, and activities which opens doors to new learning and developing a more diverse perspective. This academic course of study includes opportunities for children to: create, classify, imagine, infer, select, and appraise or evaluate in learning situations. SASCA-CV offers students many experiences, which tap into their interest, intelligences, and desire to learn. These special opportunities motivate students to excel while expanding their learning potential. SASCA-CV provides opportunities for schoolwide educational events that encourage participation by all students and may include:

Critical Thinking	Fitness	Creative Thinking
Chess Club	Sports Leagues	Drama Club
Odyssey of the Mind	100 Mile Club	Glee Club/Choir
Debate Team	Archery Club	Yearbook
Junior Model UN	Dance/Cheer Team	Guitar Club
	Golf	Photography
Environmental	Technology	Community Engagement
Gardening Club	Robotics Club	Student Council
Green Team	Production	Jr. Rotary
Trout Club	Coding	Hearts for Causes
Upcycling	Keyboarding	Support H.O.P.E.
		Drivers – new needs

Additional clubs may be added and those clubs listed could be deleted based on student interest, availability of staff to run the club or other operational issues. Every club must be academically centered guided by the principles of this charter and engaging for students.

Evaluation - Grading

Grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those needing improvement. Teachers evaluate a student's work according to established SASCA-CV standards which align with the grade level expectations according to the CCSS. The criteria are appropriate and specific for all students at their grade level with modification and/or accommodations according to any intervention or support plan. SASCA-CV will report grades in a format that aligns with the data received by the state. This format allows parents a means to compare performance to expectations. Teachers are able to monitor growth and growth trajectory which assists in the implementation of MTSS, early intervention.

Administration ensures that student grades conform to a uniform grading system. Grades are based on impartial, consistent observation of the quality of the student's work, and his/her mastery of course content and objectives. Students have the opportunity to demonstrate this mastery through a variety of channels such as presentations, projects, summative and formative assessments.

When reporting student grades to parents/ guardians, staff will provide a narrative description, observational notes, and/or samples of classroom work to better describe student progress in specific skills.

Grade Criteria

Grades are based upon objective criteria. Staff communicates their grading criteria to site Administration, parents/ guardians, and students at the beginning of the school year, beginning of each trimester, specifically for a product and/or any other time as appropriate for the circumstances.

<i>Achievement Levels Descriptors</i>	
Achievement Terms	Achievement Levels
Standard Exceeded	4
Standard Met	3
Standard Nearly Met	2
Standard Not Met	1

To align with Smarter Balanced measurement results, SASCA-CV uses the same achievement level descriptors. Achievement level descriptors, listed in the chart above, indicate performance levels on standard-based assessments and assignments. The purpose of these descriptors is to specify, in content terms, the knowledge and skills that students display at the four levels of achievement according to the appropriate grade level State Standard.

Student Recognition

As part of SASCA-CV's core philosophy to encourage students to excel, a schoolwide recognition system is used, Sycamore Children Obtain Real Expectations (S.C.O.R.E.). At the fall Parent/Teacher/Student conference, individual goals are established for each student based on current achievement data. As the student accomplishes his/her goals, he/she is awarded a certificate of achievement and be recognized in a

way that promotes future achievement and supports the mission of building the foundation for lifelong learning and success.

A first set of examinations are administered at the start of each school year. This will determine the students' baselines and assist in establishing appropriate growth targets. Goals are written in collaboration with the parent and student. Specific targets and the means of measurement are identified on the S.C.O.R.E. record sheet.

Homework – C.A.R.

Another unique component to our program is our homework. There have been countless studies challenging the ramifications of assigning homework to students, supporting and condemning the practice relatively equally. Those in support of the practice believe it creates disciplined students who show a statistically significant increase in standardized test scores, concluding that homework causes improved achievement. Those opposed to the practice describe well-rounded students as those that spend their time after school participating in activities that develop social skills, emotional connections and a sense of curiosity. While the case for homework holds statistical merit, the case against homework is popular amongst parents and holds valid arguments related to well-rounded citizens. We took both arguments into consideration when we created our homework policies.

Homework at Sycamore Academy is driven by student selection. Every student is provided with choices and selects their topic of interest and creates his or her homework based on the topic chosen, ensuring integration of all content areas. Homework cycles are from Tuesday to Tuesday, providing students with a full week to complete each homework unit and allowing family events held on weekends to be included in the homework cycle. Students must ensure reading, writing, mathematics, social studies, science, physical fitness and the arts are included in each homework cycle. Each Tuesday, students present their work to peers who score the homework according to the C.A.R. Diagnostic Tool. This homework cycle has been named Creative Academic Research (C.A.R.) and the students are the drivers. The C.A.R. Diagnostic Tool refers to the homework grading rubric.

While our homework is academic and aligns with the Standards, the emphasis is on the Habits and fostering a Growth Mindset. Students own their learning and are responsible for organizing their time and resources in order to produce a quality product. Each student is responsible for articulating his or her own learning to peers, justifying the score he/she feels that his/her peer deserves based on the C.A.R. Diagnostic Tool, as well as developing collaboration and communication skills. Furthermore, students receive immediate feedback regarding the content and

quality of the homework produced providing an opportunity for reflection for each student.

Additionally, students can complete C.A.R. homework through their extracurricular activities, family events and everyday lives, finding learning opportunities in their community and demonstrating what it is to be a life-long learner. It is also critical for students to spend some time each week working toward their S.C.O.R.E. goals and demonstrating that work within their C.A.R. homework. Students are required to demonstrate the link between the homework they produce and the S.C.O.R.E. goals they have set for themselves in order to receive the highest rubric score.

Finally, C.A.R. homework is modified to meet the needs of each individual student. Some examples of modification or added support include:

- If a student struggles with organization, the teacher will work with the student to utilize an organizational tool until the child is better able to organize him/herself.
- If the student struggles with time management, the teacher will work with the student to identify tools to help the student manage his/her time effectively.
- If a student struggles with creative thinking, the teacher will work with the student to identify a topic and then brainstorm activities or products the student can create.

In any event, the goal is always student independence in and ownership of his/her own learning while inspiring learning beyond the school building.

SASCA-CV students are encouraged and supported in developing balance in their lives. In order to do so, homework must be limited as not to consume the majority of time outside of the school day and allow for family time, extra-curricular and exploratory time. Therefore, we choose to adopt the national guidelines for appropriate amounts of homework.

Grades	Maximum amount of time on Homework
TK and K	20 minutes
1st-3rd grades	30 minutes
4th-5th grades	45 minutes
6th-8th grades	60 minutes

Therefore, it is highly suggested that transitional kindergarten through fifth grade students read at least 15 minutes every day, while sixth through eighth grade students are required to read a least 30 minutes every day, in addition to the regularly assigned homework.

Sample Calendar and Bell Schedules

Pursuant to Senate Bill 328, the school day for middle schools and high schools, including those operated as charter schools, will begin no earlier than 8:00 a.m. and 8:30 a.m., respectively, by July 1, 2022, or the date on which a school district's or charter school's respective collective bargaining agreement that is operative on January 1, 2020, expires, whichever is later, except for rural school districts.

The Board considers several factors when approving the annual school calendar including but not limited to input from families, students, staff and community members, historical attendance data, compliance deadlines and reporting as well as balancing school and home time. Below is the proposed calendar for SASCA-CV-CV's first year of operation, subject to change.

	TK/K	1st – 3rd grades	4th – 8th grades
Monday	8:20 am – 1:00 pm	8:20 am – 2:45 pm	8:00 am – 3:00 pm
Tuesday	8:20 am – 1:00 pm	8:20 am – 2:45 pm	8:00 am – 3:00 pm
Wednesday	8:20 am – 1:00 pm	8:20 am – 2:45 pm	8:00 am – 3:00 pm
Thursday	8:20 am – 1:00 pm	8:20 am – 2:45 pm	8:00 am – 3:00 pm
Friday	8:20 am – 12:00 pm	8:20 am – 12:00 pm	8:00 am – 12:30 pm
*This is a sample; actual schedule may vary pending board approval			

Sycamore Academy of Science and Cultural Arts- Chino Valley
2021-2022 School Year

July 2021

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	30	

August 2021

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September 2021

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October 2021

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November 2021

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December 2021

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January 2022

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February 2022

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March 2022

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April 2022

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2022

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June 2022

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

	HOLIDAY
	SCHOOL DAY
	TWD-No School
	No School



Sycamore Academy
of Science and Cultural Arts

School Begins: 16-Aug-21
School Ends: 8-Jun-22
Total number of school days: 175
Early release days: 33

Sample TK-K		Sample 1 st – 3 rd		Sample 4 th – 8 th	
8:20 am	9:50 am	8:20 am	10:10 am	8:00 am	10:30 am
Literacy Block Readers workshop Writers workshop Vocabulary development ELD integrated instruction Integrated arts and social science		Literacy Block Readers workshop Writers workshop Vocabulary development ELD integrated instruction Integrated arts and social science		Literacy Block Readers workshop Writers workshop Vocabulary development ELD integrated instruction Research Projects Integrated units	
9:50 am	10:05 am	10:10 am	10:20 am	10:30 am	10:40 am
Recess		Recess		Snack Break	
10:05 am	11:15 am	10:20 am	11:45 am	10:40 am	12:00 pm
Math Block Operations and Algebraic Thinking Number and Operations Measurement and Data		Math Block Operations and Algebraic Thinking Number and Operations Measurement and Data		Math Block The Number System Expressions and Equations Functions Geometry	

Geometry Integrated Science	Geometry Integrated Science	Statistics and Probability Integrated units
11:15 am 11:45 am	11:45 am 12:15 pm	12:00 pm 12:30 am
Lunch and recess	Lunch	Lunch
11:45 am 12:15 pm	12:15 am 12:45 pm	12:30 am 1:00 pm
Proficiency Block PowerLab1.0 ELD designated instruction	Physical Education	Proficiency Block PowerLab1.0 ELD designated instruction
12:15 pm 1:00 pm	12:45 pm 1:30 pm	1:00 pm 2:00pm
Integrated Units	Proficiency Block PowerLab1.0 ELD designated instruction	Physical Education Academic Club Rotations Elective Courses
DISMISSAL	1:30 pm 2:45 pm	2:00 pm 3:00 pm
	Academic Clubs Integrated Units	Physical Education Academic Clubs Elective Courses
	DISMISSAL	DISMISSAL

English Language Arts

We continue to advance literacy achievement levels of our students by:

- Providing a comprehensive and researched-based English language arts program for grades TK-8 which focus on seven metacognitive strategies.
- Providing extensive and multi-year professional development in literacy instruction that addresses Common Core State Standards.
- Allocate funding to support professional development, materials and equipment.
- Using measurement tools for students and staff to assess progress and drive instruction in meeting the Common Core State Standards in English Language Arts.
- Through the use of integrated thematic units, we continue to make advancements in student achievement in the area of English language arts as well as accelerate the closing of the academic gap among numerically significant student groups.

The core of our English Language Arts program involves employing seven meta-cognitive strategies throughout our instructional program (Keene and Zimmerman 2007). These strategies are interwoven into a reading and writing workshop format. This allows a structure that is adaptable and flexible to meet the various needs of the students through differentiation, whilst maintaining consistency and a sense of

routine for our students during their educational experience at Sycamore Academy. These strategies are used throughout the instructional program, but the focus below shows how it applies to the area of language arts.

The following metacognitive strategies are implemented:

- *Activating Prior Knowledge*—Students will use their previously acquired knowledge on a subject before, during and after reading relevant text, to build schema. They will make connections between the known and the new information while constructing meaning on a meta- cognitive level (Keene & Zimmermann 2007). When introducing strategies and modeling, teachers will show which connections are relevant and which are tangential, or leading students away from deeper meaning of a particular topic (Harvey & Goudvis, 2007).
- *Visualization and Other Sensory Images*—Students will visualize and use other sensory images to create “mental images derived from what they’ve read,” in order to “connect them personally to the texts” (Keene and Zimmermann, 2007). Using prior knowledge, students will create images that evoke all five senses, and therefore construct knowledge related to reading and understanding. This will immerse students in rich reading and provide a method that adds depth to meaning and enhances comprehension. This meta-cognitive strategy is connected heavily to inferential thinking as well.
- *Questioning*—Students will formulate questions as they relate to the learning objective. To be informative, student questions need to have a specific purpose such as to gain factual knowledge or to analyze the author’s purpose. Questions are the catalyst for student-driven discovery and are a major focus of our program (see above).
- *Determining Importance*—Students will make decisions about the importance of text based on the reader’s purpose, schema for text content, prior beliefs and experiences, schema for text format, and those concepts learned from reading peers (Keene and Zimmermann, 2007). Students are on a continuous search for hidden themes and underlying meanings in a sea of intricate details and beautifully woven language. While what is important changes for different reading and writing purposes, students will be able to defend their belief that certain ideas are more important than others.
- *Inferring*—Students will bring their “life experiences, logic, wisdom, creativity, and thoughtfulness, set against the text they are reading, to form the crux of new meaning” (Keene and Zimmermann 2007). This meta-cognitive strategy will allow students to be whisked away by the text and construct meaning that is uniquely defined by the students’ own personal experiences. Inferring will allow students to go “beyond the text, to leverage prior knowledge and create connections among various details and concepts we have learned,

to draw conclusions based on the text and our full array of life experiences and knowledge" (Keene and Zimmermann 2007). Through this strategy, students will attain a depth of understanding.

- *Synthesizing and Retelling*—In order to effectively synthesize, students will merge the metacognitive strategies and use them interchangeably or in isolation to "accommodate new information from text" (Keene and Zimmermann, 2007). Teachers will model during thinking aloud more than any other strategy. During reading conferences students will think aloud as well, in order to explain and justify their use of meta-cognitive strategies. Students will take ownership for their learning because they can now use each strategy as they see fit and reorganize concepts learned from reading in order to make meaning.
- *Fix-up Strategies*—Students will use fix-up strategies as a collection of tools to repair comprehension when it breaks down.

During the English Language Arts block of time, four major strategies are used in a reading and writing workshop format. These components include:

- *Word Study*—Small and whole class groups based on developmental readiness and achievement. This will occur during the proficiency time block and during the languages arts block.
- *Shared and Guided Reading*—This includes any whole class reading pieces, read-alouds, shared reading of poems, charts, etc., or small group targeted instruction.
- *Independent Reading*—A time for students to read independently to effectively build fluency, comprehension and the love of reading.
- *Writer's Workshop*—Students work in groups, pairs, or individually on particular writing assignments and projects. Teacher, cross-age tutors, resource teachers and/or instructional aides circulate among the students to facilitate student writing. Typically, the classroom teacher works initially with PowerLab 2.0 and/or PowerLab 3.0 students. During this time, connections are made between literary and writing genres, and scaffolding occurs during targeted mini-lessons.

Listed below are ways the six metacognitive strategies and fix-up strategies (#7) are woven into the components of the reading and writing workshop format:

Word study

The teacher will:

- Use KWL So-What charts. These charts show what is Known, what the students Wonder about and what new information has been Learned. The "so-what"

portion is the reflection piece of the chart that allows students to reflect upon the specific purpose of this new knowledge and how it connects to the larger picture. *(Activating prior knowledge)*

- Use word meanings already known to define unknown words with the same prefixes, suffixes, and morphemes or base words. *(Activating prior knowledge)*
- Use background knowledge of a spelling pattern to generate lists of words. *(Inferring)*
- Use background knowledge of defined morphemes or base words, along with suffixes, prefixes and affixes, to define words with common morphemes or base words. *(Inferring)*
- Model and practice how to determine a spelling pattern, or the sounds of a specific pattern, aid in decoding and spelling other words with the same patterns and sounds. *(Determining importance)*
- Demonstrate the various graphic word representations of a single word, showing how a single word can look different in students' writing and various books. *(Fix-up Strategies)*
- Help students look for words in the surrounding text they do recognize to find clues as to what an unknown word might be. *(Fix-up Strategies)*
- Facilitate word analysis: What does the prefix, suffix, root word mean? Is it a compound word? Do you recognize the words or word parts that combine to make the longer word? *(Fix-up Strategies)*

The students will:

- Sort a teacher-generated list of words and explain their reasoning. *(Activating prior knowledge)*
- Construct spellings, definitions and words while developing knowledge. *(Activating prior knowledge)*
- Use a Venn diagram to compare what is already known to the unknown. *(Activating prior knowledge)*
- Generate a list of words they already know and then hunt in current writings, textbooks, classroom library books and posters or charts around the room to find new words. *(Activating prior knowledge)*
- Generate meanings of words and put them on flashcards. *(Activating prior knowledge)*
- Build bridges in their minds with each new word part or pattern that is learned. On one side of a bridge are the words they know with that pattern. On the other side are new words. Students can draw new words crossing the pattern bridge to acquired knowledge as mastery is reached. *(Visualization and other sensory images)*
- Visualize a pattern in their mind and alter it in order to make new words. *(Visualization and other sensory images)*

- Visualize a morpheme or base word with a picture, draw the picture, and then change it as different prefixes, suffixes and affixes are added. (*Visualization and other sensory images*)
- Decode words based on prior experiences with words that have common spelling patterns. (*Activating prior knowledge*)
- Analyze each other's constructed spellings and ask questions to each other about the patterns used. (*Questioning*)
- Ask and write down questions about the meanings of words based on their affixes and morphemes. (*Questioning*)
- Search for words that carry meaning in sentences rather than connect ideas in order to determine important information. (*Determining importance*)
- Model through thinking aloud how the simultaneous use of multiple metacognitive strategies can help when decoding or defining words.
- Record their thinking processes during word study and share in small groups or pairs. (*Synthesizing and retelling*)
- Sound a word out by identifying beginning and ending sounds, attempting the word, and then checking to see if the sounds heard as the word is pronounced match the letters of the text. (*Fix-up Strategies*)
- Use Point and Slide—a technique where students use a finger to gradually reveal the letters in a word saying the sound associated with each letter until the word is pronounced. (*Fix-up Strategies*)
- Ask themselves if the letters match the sounds. (*Fix-up Strategies*)
- Become independent by recognizing different forms of the same word and dissecting word parts to support recognition of a new form of the word. (*Fix-up Strategies*)

Shared and guided reading

The teacher will:

- Use KWL So-What charts for skills (i.e., compare and contrast, cause and effect), content (i.e., social studies, science), genre (i.e., fantasy fiction, historical fiction), and mechanics usage (i.e. run-on sentences versus complete sentences, comma usage in a series). (*Activating prior knowledge*)
- Use characterization to make text-to-self connections in order to understand character motives. (*Activating prior knowledge*)
- Make text-to-text connections to find similarities and differences between known texts and unknown texts. (*Activating prior knowledge*)
- Make text-to-world connections to connect new knowledge to what students have seen, heard or felt in the real world. (*Activating prior knowledge*)
- Use picture walks to connect to prior knowledge and construct new knowledge. (*Activating prior knowledge*)

- Model think-aloud strategies such as “this reminds me of,” “I remember this happened when,” and “I read another book where...” (Cunningham, Hall and Cunningham 2000) so that students can frame their thoughts. (*Activating prior knowledge*)
- Read Aloud to students to enrich background knowledge and model fluency.
- Provide mini-lessons before independent practice during Reader’s Workshop. (*Activating prior knowledge*)
- Use wordless picture books to model for students how to draw what they visualize. (*Visualization and other sensory images*)
- Use nonfiction text so students can draw comparisons between two objects. (*Visualization and other sensory images*)
- Model and practice how to use charts, diagrams, graphs and labeled pictures to convey meaning. (*Visualization and other sensory images*)
- Model think-aloud strategies such as, “Even though it isn’t in the picture I can see,” “Mmm, I can almost taste the,” and “I could hear the,” (Cunningham, et.al., p. 78) to frame student thoughts. (*Visualization and other sensory images*)
- Model and practice creating theories that explain how characters behave or the plot unfolds. (*Inferring*)
- Promote empathy for fictional or historical characters of stories. (*Inferring*)
- Model and practice understanding not only what is stated in the text or shown in pictures, but what these statements and pictures imply. (*Inferring*)
- Use character dialogue, pictures or stated facts to infer meaning. (*Inferring*)
- Model and practice how to confirm inferences in the text and to find contradictions of inferences in the text. (*Inferring*)
- Identify, model and practice how to use question-answer-reflect (QAR) relationships in order to formulate and answer questions (Graham and Wong, 1993). (*Questioning*)
- Model and practice with students how to ask and answer questions that elicit information related to knowledge, application, analysis, synthesis and evaluation. (*Questioning*)
- Model through thinking aloud and practice determining importance with short texts. Focus not only on the conclusions drawn, but how and why. (*Determining importance*)
- Model and practice finding more than one important idea in text rather than just one main idea. (*Determining importance*)
- Model through thinking aloud how to use multiple metacognitive strategies concurrently to aid in constructing knowledge. (*Synthesizing and retelling*)
- Model how to synthesize with short text and then move into chapter books. (*Synthesizing and retelling*)

- Model how to recognize correct syntactic arrangement of words, asking, "Does this sound like language?" (*Fix-up Strategies*)

The students will:

- Meet in pairs or small groups and discuss how they feel determining important ideas support reading comprehension.
- Listen to stories and draw their images in small groups. (*Visualization and other sensory images*)
- Take notes in their own words while reading expository text. (*Synthesizing and retelling*)
- Retell stories in small groups or pairs. (*Synthesizing and retelling*)
- Stop reading when something does not sound right, adjust their rate of reading, and reread asking themselves, "Does it make better sense if I read faster or slower?" (*Fix-up Strategies*)
- Use language conventions like periods, commas, quotations marks, and semicolons as markers of meaning. When they read, they will exaggerate the pause for a comma or period, for example, to support clearer meaning. (*Fix-up Strategies*)
- Study different syntactic styles used by authors to achieve different effects (i.e., When does an author use short, syncopated sentences vs. longer sentences? What type of effect is achieved with each?). (*Fix-up Strategies*)

Independent reading

The teacher will:

- Model book talks so that students can practice book talks and can connect with each other. (*Activating prior knowledge*)
- Have students reread to check for meaning and log it in an inferential response journal. (*Inferring*)
- When writing, model and practice how to become a specialist on a favorite topic in order to be able to write important ideas. (*Determining importance*)
- Encourage students to stop, consider a word that would make sense in the context, insert that word, and ask, "Does it make sense?" (*Fix-up Strategies*)
- Encourage students to stop, reread, read ahead, and otherwise use the context to confirm the meaning of the passage; stop when it doesn't make sense: try to ask questions of the book and the author; synthesize or retell what has happened so far, what the author's major points are, etc. (*Fix-up Strategies*)
- Encourage students to stop and ask themselves what they already know which compares to what this author is trying to communicate. (*Fix-up Strategies*)

- Encourage students to create a visual image in their minds and ask themselves, what is happening here? How can I draw conclusions, make judgments, assume a critical stance to try to understand subtle points? (*Fix-up Strategies*)
- Encourage students to imagine the author and consider what he/she had in mind when writing. (*Fix-up Strategies*)
- Encourage students to ask themselves what they know about this author that might help them comprehend the text. (*Fix-up Strategies*)
- Encourage students to ask themselves what they know about the text format itself, what is often true of social studies or science text formats. (*Fix-up Strategies*)
- Encourage students to consider what they need to know in order to understand the text. (*Fix-up Strategies*)
- Encourage students to ask what is most important from the text in relation to their purpose for reading. (*Fix-up Strategies*)
- Encourage students to consider working with another person to discuss, write about, sketch, or act out pieces of the text in order to better comprehend it. (*Fix-up Strategies*)

The students will:

- Practice text-to-self, text-to-text and text-to-world connections while reading independently. (*Activating prior knowledge*)
- Use what they know about words to decode or find meaning. (*Activating prior knowledge*)
- Make comparisons while reading. (*Activating prior knowledge*)
- Use modeled visualization strategies in independent practice during shared and guided reading. (*Visualization and other sensory images*)
- Look for sensory images during independent reading time. (*Visualization and other sensory images*)
- Create sensory images related to character, plot, setting theme, or topic. (*Visualization and other sensory images*)
- Record quotes, page numbers of pictures and facts on one side of a T-chart then make inferences on the other side. (*Inferring*)
- Record questions during independent reading time and write responses as they are discovered. (*Questioning*)
- Work independently on the strategies modeled and practiced in shared and guided reading. (*Determining importance*)
- Record ideas they found important in their journals and record how they arrived at these conclusions. Students can share these ideas with their neighbors. (*Determining importance*)
- Work on separating key topics from supportive details. (*Determining importance*)

- Record in journals what meta-cognitive processes they use for understanding content. (*Synthesizing and retelling*)
- Practice taking notes in margins of text as they read independently. (*Synthesizing and retelling*)

Writer's workshop

The teacher will:

- Use student pieces to do mini-lessons during writer's workshop to connect to prior knowledge base. (*Activating prior knowledge*)
- Use familiar texts of the same reading genre as models for writing genre and vice versa. (*Activating prior knowledge*)
- Model and practice the pre-writing stage of the writing process that includes brainstorming, making lists (i.e., topic ideas) and making word banks (i.e., transition words). (*Activating prior knowledge*)
- Model and practice the drafting stage of the writing process that includes modeled writing, thinking out loud. (*Determining importance*)
- Model and practice questions that help students during peer editing and revising within the writing process. (*Questioning*)
- Model and practice the final stage of the writing process that includes rewriting, formatting, typing, etc. and making word banks (i.e., transition words). (*Synthesizing and retelling*)
- Have authors discuss their craft while the audience synthesizes new information by discussing the new content learned and the processes they went through to make meaning while listening to the writing piece. (*Synthesizing and retelling*)

Mathematics

We continue to advance the mathematic achievement levels of our students by:

- Providing a comprehensive and constructivist-based mathematics education program for grades TK-8.
- Providing additional instructional minutes over the state recommendation of minutes per day for mathematics instruction.
- Providing extensive and multi-year professional development in constructivist-based mathematics instruction that addresses mathematic standards.
- Allocating funding to support professional development, materials, and equipment.
- Developing measurement tools for students and staff to assess progress in meeting the Standards in Mathematics with a special emphasis on addressing those standards that are not easily assessed by standardized tests.

Using the selected mathematics program and a constructivist understanding of how children acquire number concepts, we believe we can make further advancements in student achievement in the area of mathematics as well as accelerate the closing of the academic gap among student groups, specifically English Learners and Socioeconomically Disadvantaged students.

The core of our mathematics program involves problem solving. Problem solving entails applying skills, understanding, and experiences to resolve new or perplexing situations. It challenges students to apply their understanding of mathematical concepts in a new or complex situation, to exercise their computational and procedural skills, and to see mathematics as a way of finding answers to some of the problems that occur outside the classroom. Students grow in their ability and persistence in problem solving by extensive experience in solving problems at a variety of levels of difficulty and at every level in their mathematical development.

Problem solving, therefore, is an essential part of mathematics and is subsumed in every strand. Problem solving will not be separate from content. Rather, students will learn concepts and skills in order to apply them to solve problems in and outside school. Because problem solving is distinct from a content domain, its elements are consistent across grade levels.

The problems that students solve will address important mathematics concepts. As students progress from grade to grade, they deal with problems that:

- Require increasingly more advanced knowledge and understanding of mathematics.
- Are increasingly complex applications and purely mathematical investigations.
- Require students to make connections among mathematical ideas within a discipline and across domains.

A good problem is one that is mathematically important. It will specify the problem to be solved, but not the solution path and draw upon grade-level appropriate skills and conceptual understanding.

When we consider which concepts will provide the foundation for students' future work in mathematics, we see that both number and pattern concepts are central to our primary mathematics curriculum. The majority of time spent doing math is used to develop these concepts in depth. Other mathematical ideas will naturally lend themselves to the work with numbers. Measurement, for example, will provide strong context for developing number concepts and relationships. Data collection and graphing activities are woven into the math program throughout the year, as well as integrated into other subject areas. Students will play games that involve number

cubes and notice that they roll some numbers more often than others, making them aware of the idea of probability. Other major areas of emphasis, such as geometry and statistics, are interspersed throughout the year for periods of two to three weeks at a time, as well as being integrated within our science, social studies and service learning projects.

The activities we will provide support students' development of number and pattern concepts. Measurement, sorting, graphing, probability, algebra, and geometry are integrated into many of the activities, but additional experiences with these concepts are provided.

Students are also provided with mathematical experiences that are not part of their ongoing work with concept development. We present mathematical events in areas of interest in the form of challenges. Children's literature is often a source for these tasks, thus integrating math and language arts and/or visual arts. These activities are also springboards for service learning activities. Concepts such as time, calendar and money may be taught through real-life experiences and through shorter mini-lessons that are part of our everyday program.

Because students' ability to do well in mathematics will profoundly impact their future, what we do to prepare students in these early years is critical. We give students experiences that help them become confident and skilled as they work with mathematics. When planning experiences for our students, we are aware of the complexities of seemingly simple mathematical ideas. We recognize how young children develop an understanding of mathematical concepts and observe our students closely to determine what they do and do not know and understand. When planning our math program, we look beyond just preparing students for a single assessment or their next year in school. We make sure that what we do each day serves students as they move on through our school and beyond by keeping our larger goals, mission and vision in view. In addition, we constantly seek out real-world connections.

Instructional staff takes into account the natural stages of development that influence students' abilities to understand certain mathematical ideas. There is a strong emphasis on developing in our students a deep understanding of mathematics. Students are not served if they learn to get answers but don't learn to see relationships between quantities. To help students develop a deeper understanding of foundational skills, we look at what the students really know and understand (Kamii 2003). It takes time for students to develop competence and understanding. Students must be given the time they need to build the foundation for understanding the concepts that they will be expected to work with in the future. As we decide when and how to present mathematical ideas that enhance their

understanding of mathematics, we must help students experience mathematics as a sense-making process. The activities we implement are designed to meet a range of needs so that no child works at a level that is either too easy or too difficult to be of value.

Students will develop their understanding of math concepts not through rote memorization but through a process of internalization or sense-making. Once a student has internalized a concept, he or she will not forget it. It becomes a part of the way the student sees the world. We provide the kind of practice that helps students internalize the concepts they are working with. To internalize a concept, students need multiple experiences over time using related activities that confirm, challenge, and extend their thinking. No single activity is of particular importance in and of itself. Rather, it is through repeated experiences with various related activities that students begin to make generalizations and to know number relationships.

Each concept is introduced to the students and developed throughout the year. Some concepts are emphasized more than others during any particular trimester. Once introduced however, they are never completely dropped. Assessment data is used to determine the amount of time and intensity of the lessons on any given topic. Additionally, students are grouped for instruction, intervention and enrichment as determined by assessment data and observations.

Instructional Settings

There are three basic instructional settings to facilitate the different kinds of lessons and activities being implemented.

During math time, the students will work:

- As a whole class working together during “mini lessons” or “shared experiences”
- At independent stations, alone or with partners
- With the teacher in a small group

Rooms are arranged to accommodate these three ways of working with large spaces for meeting as a whole class and spaces designed for independent or collaborative work.

Teacher-Directed-Lessons

Teacher directed lessons provide a format for ongoing work with various concepts. We continually review previously introduced concepts and help students become

familiar with new concepts that they will be working with in more depth in the future. A typical math session might begin with the class meeting together for a teacher directed lesson before students begin with independent tasks. Time is also allotted for teacher directed lessons in which the students use manipulatives or other materials.

Guided Practice

Guided practice might be the whole class working together or a group working with an adult, usually using manipulatives. Tactile objects increase student engagement in the lesson and assist students in transferring information from the concrete to the abstract. Sometimes the shared experiences support the development of the concept currently being worked with. Other times, the experiences are devoted to problem-solving lessons or to additional work from various math strands.

Independent Practice

Independent practice provides the greatest opportunity for students to get the practice they need if they are to internalize the math concepts they are working with. New activities are introduced, either to the whole class or to a small group, over a period of about a week. As each activity is introduced, it is put out at an independent practice area. Students choose activities to work with from among several choices focusing on a particular concept. The activities for a given concept are made available for several weeks at a time and then as needed as determined by assessment data. Students become increasingly engaged in activities once they become familiar with the procedures. Students cannot learn from an activity until they fully understand how to do it, therefore, longer periods of time devoted to understanding the process ensures that students develop as much knowledge, skills and dispositions as possible from the experiences.

When we introduce activities, we make sure that the students understand:

- Which materials to get
- How to do the activity
- Why they are doing the activity
- How to clean up and put materials back in their place

These independent practice tasks meet a variety of needs depending on what the students bring to them. For example, when working on counting tasks, some students may be focused on developing consistency and strength in counting while others may be focused on number sense and discovering relationships. At the same time, still other students may be developing basic counting skills.

When students work independently, we learn much about their thinking and level of concept development by observing them work. At this time, teachers take anecdotal notes on students and log these notes into individual student's electronic learning log. Anecdotal notes help teachers assess the level of understanding the student has regarding the mathematical concepts and to keep tabs on the student's disposition toward learning. Older students have the opportunity to construct their own learning logs in the form of reflections on learning. Teachers interact with individual students, providing support and challenge as needed. Teachers also gather students with similar needs to work in small groups with teacher directed activities. Students are grouped heterogeneously when completing collaborative assignments. Individual needs are met with students working side by side on many different levels.

Teacher-Directed, Small Group Focus Work

Working with a small group allows the teacher to watch closely, interact with, and respond to individual students. We use this instructional time in three ways:

- To introduce activities that are difficult to introduce to the whole class
- To assess the needs of students without having to do individual interviews
- To provide experiences to meet the needs of a particular group of students

Rather than setting a permanent schedule for small group time, teachers work with small groups any time a specific need is identified through data or observation. A teacher can call a group together when certain students need extra support or a challenge or if a particular activity is most effective when it is taught in small groups. While the teacher is engaged with a small group, the other students in the class are busy working on independent work.

ASSESSMENT

In the mathematics program, assessment is an ongoing, integral part of instruction. Because assessment emerges naturally from the activities in the lessons, students are assessed in the same manner in which they are taught. They may, for example, perform experiments, record their observations, or make oral presentations. Such assessments permit the examination of processes as well as of products, emphasizing what students know and can do.

Assessment Strategies

Mathematics assessment strategies include, but are not limited to, the following:

- Matched pre-unit and post-unit assessments that enable teachers to evaluate student growth.
- Embedded assessments which occur naturally within a unit and make assessment seamless with learning.
- Final assessments that offer a variety of opportunities to evaluate student progress. Some are performance-based assessments that challenge students to use their mathematics materials to solve new problems. Others include teacher review of student work products, oral presentations, and paper/pencil tests.
- Students, with their teacher, analyze how tests are constructed and develop tests to measure how well they met the learning objectives.
- Student self-assessments allow students to track their own progress and reflect on their own learning.

Science

In the area of science, teachers observed significant success in student achievement by implementing the Science and Technology for Children curriculum that was researched and developed by the National Science Resources Center (NSRC). The Smithsonian Institution and the National Academies established the NSRC in 1985. Its mission is to improve the learning and teaching of science for all students in the United States and throughout the world. By increasing the instructional time, we will have larger blocks of time to teach science well and by making real world connections through our service-learning component, we will:

- Increase the percentage of students meeting and exceeding grade level proficiency in science.
- Significantly close the achievement gap for all student groups.

We will achieve these goals in science by:

- Providing a comprehensive, research-based, hands-on TK-8 science program that has proven successful in raising test scores.
- Providing an extension of activities through service learning that will make greater connections between what is learned in the classroom, or lab, and the real world. In turn, this leads to more powerful learning experiences for all students.
- Implementing a coordinated science program throughout the grade levels to eliminate unnecessary redundancy.
- Providing professional development in an inquiry-based or problem-based science program that addresses science standards.

- Allocating funding to support professional development, materials and equipment.

In 2013, the California State Board of Education (SBE) adopted the Next Generation Science Standards for California public schools. These standards reflect what a student should know and be able to do by the end of a given grade level. Each grade level has Disciplinary Core Ideas (DCI). Each DCI has three dimensions: Performance Expectations (PEs), scientific and engineering practices (SEPs), and cross-cutting concepts (CCC). Engineering is also integrated with the science standards through the Engineering and Technology Standards (ETS).

Details of our science program are described as follows:

- The science curriculum is based on a learning cycle that is grounded in research on how children learn.
- First, students focus on what they know about a subject and what they would like to know about it. In other words, lessons begin with students' existing knowledge and experience.
- Students then explore a scientific concept or phenomenon by completing a sequence of investigations, usually working in pairs or groups.
- Students reflect on what they have learned—by discussing findings with their teammates or classmates or by writing in their science notebooks.
- Finally, students apply their new learning to real-life situations and to other topics in the elementary curriculum.

Classroom Discussion

The teacher leads class discussions as they are an important vehicle for science learning. Research shows that the way questions are asked, as well as the time allowed for responses, can contribute to the quality of students' discussions. Teachers ask questions keeping in mind what they want students to achieve in the ensuing discussion. For example, open-ended questions, for which there is not one right answer, encourage students to give creative and thoughtful answers. We use other types of questions to encourage students to see specific relationships and contrasts or to help them summarize and draw conclusions. We mix these questions as well as give students "wait time" before expecting them to answer; this encourages broader participation and more thoughtful answers. We monitor responses, looking for additional situations that invite students to formulate hypotheses, make generalizations, and explain how they arrived at a conclusion.

Brainstorming

Brainstorming is used as a whole-class exercise in which students contribute their thoughts about a particular idea or problem. When we introduce a new science topic, it is a stimulating and productive exercise. It is also a useful and efficient way for the teacher to find out what students know and think about a topic. As students learn the rules for brainstorming, they become increasingly adept in their participation.

To begin a brainstorming session, we define for students the topics about which they will share ideas. The following rules apply:

- Accept all ideas without judgment.
- Do not criticize or make unnecessary comments about the contributions of others.
- Try to connect your ideas to the ideas of others.

Cooperative Learning Groups

We arrange students in small groups as described in the Kagan Cooperative Model, as it is one of the best ways to teach hands-on science. There are several advantages to this organization; it provides a small forum for students to express their ideas and get feedback. In addition, it offers students a chance to learn from one another by sharing ideas, discoveries and skills.

With coaching, students participate in cooperative learning groups that develop important interpersonal skills that will serve them well in all aspects of life. As students work, they find it productive to talk about what they are doing, resulting in a steady hum of conversation.

Webbing

To develop understanding of how to compare and contrast similarities and differences students use webbing. Webbing (sometimes called “concept mapping” or “clustering”) enables students to record ideas in a graphic display with the main subject at the center, or nucleus, of the web. Webbing identifies relationships between related ideas and the nucleus. Students recognize what they already know about a subject and make as many associations as they can about it. Students use webbing during a brainstorming session or to record ideas in their science notebooks (see below).

In using the webbing concept, teachers selectively analyze a number of different aspects of the lesson or unit. For example, a web draws attention to a number of

different linked ideas. These include concepts, processes, functions, properties, categories, descriptions or systems that are characteristic of the lesson or unit. By identifying the topical focus of the web, students have a more analytical understanding of the ideas that are being webbed.

Venn Diagrams

Students and teachers use Venn diagrams for recording information to be compared. The Venn diagrams use two or more intersecting circles to represent different sets of information. Information that relates to one idea is written inside one of the circles. Information about a similar yet different idea is written inside another circle. Information common to both ideas is written in the area where the circles intersect.

Learning Centers

To give supplemental science materials a permanent home in the classroom, we have areas designated as the learning centers. Students use the centers in a number of ways: as an "on- your-own" project center, as an observation post, as a reading nook for trade books, or simply as a place to spend unscheduled time when assignments are done. To keep interest in the center high, we change the learning center or add to it. Materials may include the following:

Books such as biographies, expository texts, fiction and non-fiction stories, reference books.

Audiovisual materials and internet access on related subjects.

Items contributed by students for sharing.

Additional hands-on activities for investigation.

Science Notebooks in the Classroom

Every student is required to keep a science notebook. Students keep their notebooks with them throughout science class so that they can add entries and review their notes as the unit progresses. Teachers review students' notebook entries periodically to assess their progress in recording the results of their investigations and the growth in their understanding of important concepts.

Science notebooks are important for many reasons. First, writing is an integral part of the process of learning science. By using notebooks, students will model one of the most vital and enduring functions of scientists in all disciplines—recording data. Scientists around the world record their observations and conclusions, as well as comments on their reading and reflections. They rely on their notes when sharing their findings with peers and when preparing the papers in which they share their work

with the broader scientific community. The notebooks of famous scientists such as Galileo and Albert Einstein have become part of the world's cultural heritage.

A second reason for maintaining a science notebook is that it provides the student with a ready reference during the unit as well as a resource to consult when reviewing materials at the end of the unit. The notebook is also a means of communicating with other students and with the teacher.

The science notebook encourages the students' creativity. Students draw as well as write in their notebooks. Keeping a notebook enhances students' writing skills. They practice organizing materials and expressing themselves clearly. At the same time, notebook writing encourages students to connect science with other areas of the curriculum. Extensions in the science units ask students to write poems, stories, songs, or to do research in related areas such as history, geography and as it relates to service learning with our local community.

Teachers use science notebooks as a unique means of assessing student progress in science learning. The notebook is introduced during the first lesson of the unit and continues to its conclusion. As an assessment tool, it is used to monitor the growth in students' understanding of science as well as in their ability to summarize and present their findings.

Finally, our science program clearly exhibits the intent of the Next Generation Science Standards. As explained above, science is never a "stand-alone" content but rather a basis for an integrated thematic unit. Through the process of solving a scientific problem, students engage ample nonfiction, scientific and technical text, employ technology to conduct research and analysis, and expand upon topical knowledge previously learned.

Extensions through Service Learning

We know that the best way for students to learn science is to experience problems that challenge students' current level of scientific understanding utilizing critical thinking skills associated with trying to solve a problem. This implies opportunities for authentic, inquiry-based learning. Problem-based or inquiry-based learning is a powerful vehicle for which real-world problems provide the context for students to investigate, in depth, what they need to know and want to know. It is a robust constructive process, shaped and directed primarily by the students, with the teacher as their metacognitive coach.

To further engage students in powerful learning experiences we will involve them in a series of service learning activities. The service learning component is explained in

greater detail earlier in this petition, but as it relates to science, it provides opportunities to engage students to solve problems that are ill defined. The exact problem is not determined at the outset; it is still “murky.” Robust problem solving is not solely determining an answer to a problem but finding or determining a problem in the first place. Problem finding is as important as problem solving. Students need to be engaged in real problems if they are going to gain deep scientific understandings. We believe this is best achieved through service learning within the School and local community.

To better align with the NGSS format and expectations, the development of science skills and depth of knowledge should be viewed on a continuum and not isolated in a single grade level. As a basis for understanding scientific investigation and addressing integrated concepts in real world scenarios students will demonstrate grade-appropriate proficiency in the following:

- Identifying patterns
- Comparing and contrasting
- Recognizing cause and effect
- Scale, proportion and quantity
- Systems and system models
- Energy and matter
- Structure and function
- Stability and change

To that end, the following practices must be developed in each student as a means to clarify the relevance of scientific process to the real world.

- asking questions
- defining problems
- developing and using models
- planning and carrying out investigations
- analyzing and interpreting data
- constructing explanations
- designing solutions
- engaging in argument from evidence
- obtaining, evaluating, and communicating information
- using mathematics and computational thinking

Assessment

In the science program, assessment is an ongoing, integral part of instruction. Because assessment emerges naturally from the activities in the lessons, students are

assessed in the same manner in which they are taught. They may for example, perform experiments, record their observations, or make oral presentations. Such assessments permit the examination of processes as well as of products, emphasizing what students know and can do.

Science assessments are designed to focus on the science content and skills that are most important for students to learn as specified in the Next Generation Science Standards. The assessments help determine students' scientific-reasoning skills as well as their understanding of science concepts. Because of their variety, the science assessments offer opportunities for all students to demonstrate their strengths.

Assessment Strategies

Science assessment strategies include, but are not limited to, the following:

- Matched **pre-unit** and **post-unit assessments** that enable teachers to evaluate student growth.
- **Embedded assessments** that occur naturally within a unit and make assessment seamless with learning.
- **Additional assessments** (also called Final Assessments) that offer a variety of opportunities to evaluate student progress. Some are performance-based assessments that challenge students to use their science materials to solve new problems. Others include teacher review of student work products, oral presentations, computer-based, and paper-and-pencil tests (see next item).
- **Student/Teacher developed assessments** – Students with their teachers will analyze how tests are constructed, such as multiple choice, True/False, matching, essay, etc. Using the NGSS, students and their teacher will develop tests to measure what every student should have learned.
- **Student self-assessments** that allow for self-reflection and enable students and teachers to track progress.

Physical Education

Less than half of fifth grade students in the state of California meet or exceed at least 5 of 6 fitness standards Healthy Fitness Zones. Additionally, slightly more than 50% of seventh grade students in California meet or exceed at least 5 of 6 fitness standards Healthy Fitness Zones. Clearly there is a need for higher quality physical fitness and health education in seventh grade.

In our original charter, SASCA set goals based on students reaching the Healthy Fitness Zones in six (6) out of six (6) categories as defined by the State of California. While Sycamore made superior progress to that end, we also came to realize that

the Body Composition criteria, as measured by Physical Fitness Test, is not a reasonable expectation to place on school personnel. While SASCA will continue to place an emphasis on students gaining knowledge, skills and understanding in all areas of health, fitness and wellness, the goal has been adjusted to students reaching at least five (5) out of six (6) Healthy Fitness Zones.

Sycamore Academy is committed to developing students' awareness and knowledge of health and fitness by:

- Providing a comprehensive researched-based physical education program (SPARK) for grades TK-8.
- Providing professional development in a physical education program that addresses California Physical Education standards.
- Providing the appropriate number of minutes of physical fitness activities for all students.
- Allocating funding to support staff development, materials, and equipment.
- Developing measurement tools for students in all grade levels so staff can assess progress in meeting the standards in Physical Education.

We will utilize the Sports, Play, and Active Recreation for Kids (SPARK) program to serve as our physical education program. It has been recognized by the United States Department of Education as an "Exemplary Program". We will actively engage students in moderate to vigorous physical activity to improve their physical fitness. SPARK has four main program goals to improve students':

- Physical skills
- Fitness
- Social Development
- Personal Enjoyment

SPARK activities are safe, enjoyable, active and developmentally appropriate. They are designed to encourage maximum participation from all students for the duration of physical education period.

Instructional Settings

Instruction is organized into three different formats:

- Individual—Students participate in all drills and games as individuals
- Partners—Students participate in all drills and games in pairs
- Group—Students participate in all drills and games in groups

Assessment

Besides conducting the California Physical Fitness Test, we have developed student "Personal Best" portfolios using the Health Fitness Zone guidelines to monitor students' progress in becoming physically fit.

Additional Program Features

Although mentioned earlier, we will reiterate features of our program which further our ability to achieve our stated goals:

- An increase of instructional minutes, especially in the primary grades (TK – 3). This increase in time provides for proficiency blocks. It will ensure larger blocks of time necessary for delivery of our instructional program and reducing the need for pull out services for any sub group.
- Additional teacher work-days compared to that of the typical teacher. Teachers are provided non-student days to collaborate, create, plan and develop integrated thematic units, Challenges, lessons, interventions and assessments.
- Full inclusion/mainstream program. Our program and school culture promote and support mainstreaming or including of all students, reducing classroom interruption with pullout programs or the need to separate students unnecessarily. Except in rare instances, students receive support services within the mainstream/inclusive classroom.
- Collaboratively created individual goals for each student. Sycamore Children Obtain Real Expectations (S.C.O.R.E.) goals initially created at the start of every year and then modified or updated periodically throughout the year as students achieve their S.C.O.R.E. goals. Together with guidance from teacher and parents, each student establishes academic and skill/disposition goals within the first six weeks of school. These goals begin with a baseline that is supported by data and are considered successful when the student proves he/she has obtained the measurable outcome delineated in the goal.
- Emphasis is placed on honoring diversity of thought and therefore building collaboration skills that support a democratic process.
- Self-reflection and a growth mindset are stressed throughout the program, for students and staff.
- Nutrition Education component for all grades
- Cultural, country, and current dance
- ELD support through vocabulary development and kinesthetic lessons
- Integrated music - percussion instruction

Professional Development

The Sycamore Academy of Science and Cultural Arts-Chino Valley will provide extensive and ongoing professional development for our teachers and staff.

Professional development is selected and planned in a collaborative manner between administration, faculty and staff when appropriate. In selecting and planning our professional development we will:

- Identify areas for needed training based on analysis of student assessment data, programmatic and financial audit, and stakeholder surveys.
- Through a collaborative process, each team or teams will research the best available methods and programs for acquiring the needed development. This may include, but is not limited to, hiring consultants, attending conferences or workshops, reading and discussion groups, peer visitations, web-based courses, etc.
- At the conclusion of training and following the implementation of the training, staff is surveyed to determine the effectiveness of the professional development for solving the original problem.

Whom Will SASCA- CV Serve?

Chino is located on the west side of San Bernardino County in the state of California. Chino is easily accessible via the 71 and 60 freeways. Chino is bounded by Chino Hills to the west, unincorporated San Bernardino County (near Montclair) to the north, Ontario to the northeast, unincorporated San Bernardino County to the southeast, and unincorporated Riverside County to the south.

The CVUSD boundaries are comprised of three cities: Chino, Chino Hills, and Ontario, which includes twenty (20) elementary schools, two (2) K-8 schools, five (5) junior high schools, five (5) high schools, and three (3) alternative schools.

The chart below indicates that the predominant ethnic groups of CVUSD for the 2015-2016 school year. SPA will make it a priority to recruit a diverse student population, including low-income and academically low achieving students, reflective of similar racial and ethnic backgrounds of those residing in the District, while maintaining the legal requirements for a random public lottery.

	<i>Hispanic</i>	<i>American Indian</i>	<i>Asian</i>	<i>Pacific Islander</i>	<i>Filipino</i>	<i>African American</i>	<i>White</i>	<i>Two + races</i>	<i>Not reported</i>
CVUSD	57.4%	<1%	13.2%	<1%	4.6%	3%	18.8%	2%	<1%

The chart below indicates the percentages of students within each student group.

<i>Student Groups</i>	<i>English Language Learners</i>	<i>Socio Economically Disadvantaged</i>	<i>Foster Youth</i>	<i>Special Education</i>
CVUSD	11.3%	47.4%	.7%	12.8%

In 2017, the Chino Valley Unified School District approved a new, direct funded charter school. All sources indicate that there are at least 2,000 students whose parents want a Charter Public School option within the Chino Valley community. Further, through the petition process, the SASCA-CV team has met with several hundred additional families that are not familiar with Charter Public Schools but are meaningfully interested in the option. Aside from the option established by a newly formed 501(c)3 and scheduled to open in the Fall of 2018, the next closest site-based charter option for students in the San Bernardino County is approximately 31 miles away in San Bernardino City Unified.

The intent of the Charter Act is to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure. There are many areas within the County of San Bernardino in need of additional choices that operate outside of the traditional school system, however, the families of the Chino Valley community continue to support the establishment of a Sycamore school.

STUDENT SUCCESS SERVICES

SASCA-CV strongly believes that when teachers and parents collaborate to address unique student needs and barriers preventing academic success, students succeed. Teachers will meet with other teachers frequently to compare their student data, discuss student performance and concerns, instructional strategies, interventions, and enrichment techniques.

SASCA-CV serves all students, including those determined to be at-risk of not meeting grade level proficiency standards. SASCA-CV identifies at-risk students based on standardized tests and classroom assessments. There are targeted intervention by teachers who have proven instructionally strong in these designated areas. Students performing above grade level standards are given the opportunity to participate in studies that challenge and address their strengths. Enrichment field trips may be provided to all students at various times throughout the year.

Comprehensive Learning Experiences Offered to All Students

- Constructivist practices as outlined in this charter are the basis for instruction in all core academic areas:
 - ELA/Literacy
 - Mathematics
 - Science
 - History /Social Studies

- Theory of Multiple Intelligences is used to build rapport and identify the student strengths which are used to accelerate achievement.
- Expository materials are used to teach reading through informational text.
- Each classroom is embedded with state-of-the-art technology to enhance and support instruction.
- Intervention/ Enrichment program, in the form of Proficiency Block and PowerLab, will provide targeted instruction in core academic areas to all during the school day.
- PowerLab before, during and after-school intervention is designed for students who are nearly meeting grade level standards in ELA/Literacy and/or Mathematics or are in danger of slipping below grade level proficiency in these areas.
- Teachers will implement standards-based lessons to meet the needs of all students. This includes checking for understanding and guided practice, which allows teachers to quickly identify the students that need more support.
- Teachers will use innovative instructional strategies to differentiate instruction for all learners.
- English Learners will receive Specially Designed Academic Instruction in English (SDAIE) targeted at their English proficiency level within the classroom.
- Guided Language Acquisition Design (G.L.A.D.) model units are incorporated into instruction
- Students at all ability levels are taught using Growth Mindset and 7 Habit development strategies.
- Visible Learning strategies are incorporated into lesson design providing students at all ability levels to be challenged.
- Action Service Plans are implemented for all students that are in danger of becoming or have been designated as low achieving students.
- Students will participate in Physical Education.
- Students will receive World Language instruction.
- Service learning activities are incorporated into instruction for all students.
- Students will have access to technology on a daily basis.
- Students will participate in NGSS aligned, three-dimensional activities.
- Students will receive supplemental science instruction.
- Visual and Performing Arts are incorporated throughout the academic program.
- Students have ample opportunities to participate in music, art, and drama.
- Instructional lessons are taught beyond the walls of the classroom.
- Students in grades 6-8 have access to Jr. Workforce Pathways

Intervention

Despite the amount of individualization and support built into the SASCA-CV curriculum, some students need additional attention and/or services. Power Lab, a free remedial before and/ or after school intervention, is offered to students in addition to intervention and support offered during school hours. Although optional, student's participation is strongly encouraged.

Students not in state testing grades will participate in small group, targeted instruction during the school day. Students in these grades requiring intervention can also be placed on an Action Service Plan, entailing a number of possible interventions based on student need.

If further intervention is needed, a pre-referral process is utilized. The pre-referral process will review the interventions that the classroom teacher has previously attempted, along with the outcomes and determine the next steps in collaboration with parents, faculty and students when appropriate. Referrals may lead to a Student Success Team (see section below) meeting between appropriate staff and parents, where documented academic, behavioral, and/or attendance concerns are addressed and additional, more intensive strategies are developed for interventions. Through a collaborative effort, administrators, teachers, as well as education specialists, will meet to identify students who require individualized assistance in academic and/or non-academic areas.

Student progress and the effectiveness of modifications and/or interventions are monitored by utilizing performance data software, teacher observations, collection of work samples or behavior charts and collaboration between all involved staff. Professional Learning Communities (PLC) will exist to develop strategies for student achievement and discuss ways to meet the needs of all students. Prior to students being referred to the Student Success Team (SST), teachers will meet as a grade level to confer about student concerns and potential classroom accommodations and/or modifications.

Socioeconomically Disadvantaged Students

SASCA-CV will address the unique needs of socioeconomically disadvantaged students in a sensitive and confidential way. SASCA-CV will:

- Give diagnostic assessments as early as possible, such as the Basic Phonics Skills Test (BPST), to determine reading readiness and performance levels for assigning students for appropriate interventions;

- Provide equal access to all activities; Provide free intervention programs (Power Lab) before, during and after school to address academic concerns of students who are in danger of slipping below grade level standards; Utilize Action Service Plans (see Appendices for Action Service Plan) for students who are considered at-risk of not meeting grade level standards;
- Guide each student toward personal academic goal development and how to attain those goals;
- Provide referrals to local resources to assist with food, clothing, housing and other family needs
- Provide free field trips that will allow every child to attend; and
- Provide Free and Reduced meal program

Socioeconomically Disadvantaged Parent Communication and Support

Communication with and support for socioeconomically disadvantaged families in a respectful and confidential way is a priority for Sycamore staff.

- Direct parents to resources and additional information, as needed;
- Offer Parent Information Events (P.I.E.) to provide families with strategies and support to enhance their child's academic and social-emotional growth;
- Give referrals to parents for outside agencies that will provide counseling services as needed. Parents are responsible for such services unless the student is receiving Special Education services and meets the requirement for counseling services through the SELPA.
- Assist parents in accessing public services including but not limited to:
 - Child care
 - Job training
 - Free/low cost family activities
 - Housing opportunities
- Provide P.I.E. nights to parents specifically designed to support student academic achievement;
- Parent chaperones on field trips will not be charged;
- SASCA-CV staff will take additional steps to ensure communication with these parents regarding their child's progress and provide opportunities for the parents to participate in ways that work for the family, recognizing that those ways may not be typical;
- Added resources and efforts are made to work with these families with regard to removing barriers to school attendance.

English Learners (EL)

SASCA-CV will comply with all applicable federal and state legal requirements regarding English Learners (EL) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and state standardized testing requirements. SASCA-CV will implement policies to assure proper placement, evaluation, and communication regarding EL students and the rights of students and parents. Additionally, SASCA-CV will meet all requirements of applicable federal and state law relative to equal access to the curriculum for EL students.

Identification

Students are initially identified based on the Home Language Survey (HLS). The school notifies parents of the school's responsibility to conduct testing. Students are assessed with the state adopted English Language Proficiency Assessment for California--Initial Identification Assessment (ELPAC-IA). The ELPAC-IA is a shorter and more targeted assessment than the previous CELDT assessment, resulting in a faster turn-around of test results and ability to determine placement into the program. Note that ELPAC-IA is administered to students who indicate a primary language other than English and who have not previously taken the CELDT or ELPAC and has not been classified before as and ELL. If a student is determined not to be an English Learner according to the ELPAC-IA, the student is designated as Initially Fluent English Proficient (IFEP). Assessments are conducted within the timeline designated by the State. Parents are informed of the assessment results within 30 calendar days following the receipt of the test results.

Once a student is determined to be an English Learner according to the ELPAC-IA, the English Language Proficiency Assessment for California (ELPAC) is administered annually.

ELD Standards Proficiency levels are:

- Emerging – requires substantial linguistic support
- Expanding-requires moderate linguistic support
- Bridging-requires light linguistic support

ELPAC levels are:

- Level 4
 - They can usually use English to learn new things in school and to interact in social situations
 - They may occasionally need help using English

- Level 3
 - They can sometimes use English to learn new things in school and to interact in social situations
 - They may need help using English to communicate on less-familiar school topics and in less-familiar social situations
- Level 2
 - They usually need help using English to learn new things at school and to interact in social situations
 - They can often use English in simple communication
- Level 1
 - They usually need substantial help using English to learn new things at school and to interact in social situations
 - They may know some English words and phrases

The chart to follow demonstrates how the ELPAC levels align to the ELD Standards Proficiency Levels.

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging	Expanding	Bridging	

ELD Program

All English Language Learners have access to all programs, services and resources described in this document. In addition, SASCA-CV provides an English Language Learner support program that includes English Language Development, both integrated and designated, to ensure a smooth, successful transition into academic English courses. Knowledge and skills in English language development for English Language Learners is integrated into the daily instructional delivery of all core and non-core classes.

Listening and Speaking:

- Students learn to identify the major elements in passages; they practice retelling by identifying characters, setting and major events.
- Students use vocabulary introduced in reading and writing for oral communication.
- Students understand chronological organization by discovering the following: who, what, when, where, and how. This elicits understanding of basic concepts through connection with real life experiences.

Systematic Vocabulary Building:

- Students learn specific categories of words and progress towards understanding the relationship between structural features of words and word meaning.
- Students use the dictionary with ease and use context to gain the meaning of unfamiliar words.

Reading Comprehension and Fluency:

- Students read assigned texts and self-selected materials with ease and use scanning skills.
- Students analyze, synthesize and evaluate material read.

Academic English:

- Students master the language of literacy in texts, tests, and formal writing.
- Students understand and use more difficult, abstract, specialized and technical words by developing stronger background knowledge of subject matter.

Academic language is continuously developed and explicitly taught as its own area of study and within all subject areas. It is taught and developed in designated ELD instruction, integrated within English language arts team-teaching, and in specialized groupings and curriculum throughout the regular instructional day. SASCA-CV provides newcomers, at any time of the school year, with additional support that includes one or more of the following: before and/or after school tutoring, small group instruction, inclusion, one-to-one training and additional extended learning opportunities.

As noted in Chapter 7, p. 722, of the State ELD Framework, “[d]esignated ELD should not be viewed as a place but rather as a protected time. Depending on the particular learning needs of a school’s ELs and the number of ELs at particular English language proficiency levels, a school may decide to extend the school day for ELs so that an extra period can be dedicated to designated ELD during the regular school day. Other schools, particularly schools with low numbers of ELs, may opt to provide dedicated time within the school day when teachers can work with small groups of students.”

SASCA-CV offers designated ELD instruction that is appropriate for students based on data-driven decisions that include, first and foremost, EL student learning needs.

The SASCA-CV master schedule is flexible enough to accommodate students' transition out of the specialized courses when they are ready to do so. In addition, content teachers and teachers responsible for teaching designated ELD collaborate regularly in order to ensure that what is taught in designated ELD genuinely builds into and from content instruction and integrated ELD.

SASCA-CV ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type. (ELA/ELD Framework p. 9-10.)

SASCA-CV utilizes an ELD Portfolio to monitor progress of EL students through the ELD program and beyond. The ELD Portfolio is used to track and store evidence of the student's progress. ELD Portfolios are regularly maintained by the teacher and periodically audited by the Director of Student Services or designee. The ELD Portfolio and evidence of progress within the Portfolio is shared with parents during conferences.

Qualified Cross-cultural Language and Academic Development (CLAD) teachers provide English Language Development instruction. Instructional delivery techniques emphasize the use of Specially Designed Academic Instruction in English (SDAIE), sheltered content instruction, and acceleration in academic literacy. SDAIE strategies are presented as appropriate for all students, not just second language learners, as they strive to develop both basic and advanced literacy levels. The strategies include:

- Assessment of background knowledge (point of view)

- Effective use of contextual clues
- Simplifying input
- Use of visuals and realia
- Checking frequently for understanding
- Designing appropriate lessons
- Planning student-centered lessons
- Summative and formative assessment
- Authentic project-based assessment

Academic English acquisition calls for the development of a more advanced level of literacy so that students may achieve deep learning of the more complex knowledge and skills embedded in and defined by grade level content standards. Strategies will include:

- Scaffolding—Teachers observe their students and gradually make them accountable for their own thinking by modeling, demonstrating, bridging, contextualizing abstract concepts, building schema, developing metacognition and self-monitoring, re-reading text and presenting material in a variety of ways.
- Complex reading—Teachers help students practice advanced vocabulary, choral reading, tutorial reading, classroom community reading and independent reading of advanced material.
- Complex writing—Teachers help students practice and apply academic language proficiency through writing of topical draft, special-interest writing, writing with a scribe, quick writing, essay writing, process writing, and academic journals.

Additional Program Features

- PE – ELD vocabulary support and kinesthetic lessons
- California Education and the Environment Initiative (EEI) implementation for Social Studies and Science with ELA integration
- Extensive use of manipulatives and realia to support math instruction
- Learning A to Z ELD support for reading and writing
- Multiple Intelligences strategies
- Direct instruction in Art vocabulary development
- Graphic organizers to support writing development

Intervention

SASCA-CV's plan to address EL students that have not made adequate progress is as follows:

- Intensive intervention program, including Power Lab2.0 (targeting ELA/Literacy) and/or Proficiency Block (targeting specific reporting strands in ELD/ELA/Literacy during small-group instruction), which includes frequent progress monitoring and opportunities for acceleration.
- Utilization of directed, structured, and research-based instruction utilizing programs such as reading and language computer-based programs for emergent readers and speakers and intensive language acquisition programs, which includes frequent progress monitoring and opportunities for acceleration.
- Structured, targeted, and rigorous standards-based instruction integrating the Theory of Multiple Intelligences which centers on students' learning strengths.
- LAT process to analyze current interventions being utilized within the classroom, put in place new interventions, and monitor all interventions to determine effectiveness.

The form of intervention varies with the student's English language development test level, age, and/ or grade level.

Reclassification

Students must show evidence of being fully English proficient by achieving academically at or above grade level, with modifications for special education students, having met grade-level standards in all content areas on at least one standards-based exam and meeting or exceeding grade level expectations on a writing sample. The reclassification process involves the student's teacher, the English Language Development (ELD) teacher or TOSA, the Principal or designee, and the parents. Parents/guardians are informed of their rights and encouraged to participate in the reclassification process. Students must demonstrate grade-level expectations on multiple measures including but not limited to:

- ELPAC Assessment
- Teacher Observations
- Classroom Performance
- Work samples
- Parent Opinion
- Internal Assessment Data
- Comparison Data

When students meet the criteria for reclassification their progress is monitored for four years. During this time teachers document and review the student's achievement at each trimester during the school year. If a student falls below grade level he/she is referred to a Language Assessment Team (LAT) and a decision is made to possibly reverse the reclassification and re-enter the student into the English Language Development program. When a student successfully completes four years of monitoring he/she is exited from the English Language Development program.

Parent Involvement

Parents of ELL students are engaged early and often. SASCA-CV staff recognizes that parents of students learning English as their second language likely have parents that would benefit from support in English as well. Those parents may feel intimidated to become involved in the school setting or ask questions. SASCA-CV staff will establish a schedule for parent workshops to assist in the development of their English language skills, their ability to assist their children in academic progress and build confidence in engaging staff and other parents within the learning community. Throughout the process of identifying and classifying students as ELL, parents are informed in their primary language as well as in English. Additional resources are provided, including but not limited to:

- A translator is present for conferences, workshops, and events
- All documents are provided in the appropriate home language
- Supervision of siblings in order for parents to attend workshops/conferences
- Teleconference in lieu of in person meeting if needed
- Additional resources and referrals provided as appropriate may include:
 - Local resources of community support
 - Referral to health or mental health services
 - Assistance in completing documents
 - Translation of any school or health related documents as requested by the parent
 - Information regarding county resources available to the family
- Flexible scheduling to accommodate parent needs

As explained later in this petition, SASCA-CV will establish an English Learner Advisory Council.

Gifted and Talented Education

SASCA-CV believes that all students are unique and gifted individuals. Intelligence and talents are grown through training and effort, they are not fixed. To that end,

the staff uses teaching strategies for all students that are recommended for differentiating the curriculum for gifted students. GATE strategies provide a challenging learning environment for all students, incorporating depth and complexity, novelty, acceleration and/or compacting of the curriculum for grade level State Standards. True learning only occurs when one is challenged and made to grapple with information to construct understanding. GATE strategies include multi-level and multi-dimensional curriculum and instruction that benefit all students.

SASCA-CV is committed to providing students who have been identified as "Gifted" with unique learning experiences that focus on both academic rigor and the social-emotional needs of the student. GATE does not simply mean that a child should receive more work but rather the work that the child does receive should be more complex.

The educational philosophy and school environment focus on the premise that all children in grades TK-8 have talents and can learn. Empowering children to think, create, and explore ensures that they successfully meet or exceed the State Standards. It develops a life-long practice of seeking new information and improving personal skills which creates the life-long learners that lead our communities.

SASCA-CV will utilize a Multiple Intelligences Inventory to assess each student in their area of strengths. All students are assessed in the beginning of the school year to determine the modalities in which they best learn. This information is then used to engage students through their strengths while building areas of weakness, develop instruction and assessment that best allow the student to demonstrate his/her knowledge and build rapport through mutual interest.

All students identified as Gifted will have an Individual Learning Plan (ILP). Each student's ILP will detail ongoing, differentiated learning, which may include literature circles, acceleration* of the curriculum, the use of depth and complexity in questioning, etc. Appropriate pacing and acceleration are used to challenge each student to reach his/her maximum potential. In addition, the school's philosophy of Visible Learning and Multiple Intelligences will enhance the total educational program for all identified Gifted and Talented Education (GATE) students.

*Acceleration is a strategy for pacing students through the curriculum at a pace commensurate with their advanced ability. Pacing will allow students to go as far and as fast as their interests and abilities permit. Instructional groups are formed to enrich their understanding through collaboration with peers. This pacing will allow Gifted students to accelerate based on their knowledge of the concepts.

Below are the basic elements prevalent in each Gifted student's educational course of study:

Cognitive Domain (Academic):

- State Standards mastered and exceeded
- Curriculum compacted**
- Depth, complexity, novelty, pacing, and acceleration used for differentiating the grade level curriculum
- Curriculum related multi-media methods used for each student may include:
 - Final copies of reports and stories published
 - Presentation software used to produce classroom assignments
 - Student produced movies
 - Research-related assignments
- Flexible Grouping*** are utilized to provide stimulation and challenge, support skill development, and meet specific needs

Affective Domain (Social/Emotional):

- Service learning projects
- Flexible Grouping*** are utilized to introduce new experiences, build a community of learners, and develop social skills
- As appropriate, referral to counseling services

**According to Meeting the Challenge: A Guidebook for Teaching Gifted Students, published by California Association for the Gifted, 2007:

Curriculum compacting is a strategy used to give students validation for what they already know rather than repeating material already learned. It allows students who demonstrate mastery of skills and concepts to omit portions of assigned curriculum, or to move more quickly through curriculum than would be typical. By demonstrating a high level of proficiency in the basic curriculum, the student can then be allowed to use instructional time to engage in more challenging learning experiences.

***Flexible grouping is defined as a variety of specifically designed grouping patterns that allows students to work in many configurations, sometimes alone, sometimes in pairs, sometimes in small or large groups. The choice the teacher makes for organizing the type of grouping to be used may be based on the task, the need or level of the student, or the outcome desired. A student may work effectively in different levels of grouping in different subjects.

Identification Process – Gifted

The identification process begins with a referral from the classroom teacher or parent via a Parent Nomination & Permission to Assess form completed by the parent/guardian for a student currently in grades three (3) through eight (8).

Prior to assessment, a brochure about the Gifted program and a parent survey are sent to the parent/guardian. The brochure will also include the time, date and location of the Parent Information meeting regarding the Gifted program and identification process. Parents are provided with resources to support a gifted child and a list of various ways they can be a part of the process and program decision making.

Upon receipt of a completed Parent Nomination & Permission to Assess form, a grade-level appropriate assessment (the assessment varies with grade/age level) is administered.

A multi-dimensional identification procedure that includes a collection of data reflecting the broad spectrum of each student's abilities and needs is used during the identification process. Multiple sources will determine eligibility for program placement. Once identified, a student will remain identified as a Gifted student indefinitely. Parents are notified in writing of their child's eligibility within 30 days of the completion of identification process.

Students may also be identified in the following categories: general intellectual ability, specific academic aptitude, leadership ability, creative ability, psychomotor ability, and Visual and Performing Arts (music, dramatics, and/ or art).

Ethnicity, disability, significant health issues, EL status, and socio-economic factors will not adversely affect eligibility.

The identification process will include research, assessment, documentation, review, and identification and placement. Identification of students eligible for placement in the Gifted program is a shared responsibility of the administration, teachers, and other staff members at Sycamore Academy-CV.

The following criteria, as described below, is utilized to identify students for placement in the Gifted program (as measured by a portfolio, presentation, or other means of identification by the Gifted review team):

General Intellectual Ability (Aptitude Assessment)
Specific Academic Aptitude (CAASPP Assessments)
Leadership Ability
Creative Ability

Psychomotor Ability
Exceptional Aptitude in Visual and Performing Arts

At Risk of Low Achievement

SASCA-CV screens and identifies students as academically low achieving with the use of several determinations including, but not limited to: Students scoring below "Standard Met" on the CAASPP in any one subtest score in ELA/ Literacy or Mathematics;

- Students who are at least one year below grade level in the areas of reading, writing, Mathematics, and oral language as measured by school-wide trimester assessments; and
- Students who are at-risk based on classroom performance.

At the beginning of the year, teachers meet with each child and their parent/guardian to review all achievement data, set goals and establish a plan for achievement. This is part of the individualized goal setting process (S.C.O.R.E.). Those students identified as academically low achieving are targeted for additional academic support. Action Service Plans are developed with parents and intensive progress monitoring begins. The Action Service Plan will provide detail regarding the specific actions each member of the team (student, parent and teacher) will take to support the continued progress of the student, the means by which progress will be measured and the follow up date(s).

Every grade level analyzes ELA/ Literacy reporting strands and strategically groups students according to their individual performance, targeting areas needing additional remediation. In addition, Power Lab, a remedial intervention, is offered before school and/or after school to students.

SASCA-CV will analyze the following data to identify at-risk students in accordance with our educational philosophy/mission: Students scoring below grade level on the CAASPP in any one subtest score in ELA/ Literacy and/or Mathematics;
Students who are at least one year below grade level in the areas of reading, writing, and mathematics as identified by interim assessments; and
Students recommended for academic intervention based on report card grades indicating performance below grade level.

SASCA-CV will use diagnostic assessments in reading, writing, and mathematics to help identify struggling students within the first eight (8) weeks of school.

SASCA-CV believes in an inclusion model of instruction. All students, including academically low achieving students, are provided grade level standards-based instruction within the regular classroom with the regular classroom teacher. Education Specialists will work collaboratively with the regular classroom teachers to individualize and address students learning needs. Below is a list of ways SASCA-CV will provide comprehensive and expanded learning experiences for students.

Action Service Plans are developed collaboratively with parents of students who are not achieving grade level standards. Action Service Plans are attached to Progress Monitoring Folders that teachers and parents will use this as a way to monitor growth and find strategies that will assist in achieving grade level mastery on all standards and state mandated assessments.

Teachers will track student progress utilizing the Progress Monitoring system. This information is updated regularly and shared with the parents/guardians. Teachers are required to meet regularly with at-risk students, document progress, retain samples of work progress and review the information with the teaching team during PLCs.

SASCA-CV will provide additional assistance for academically low achieving students through the free before and/or after school intervention program, Power Lab, Proficiency Block and Mentor support.

Teachers may recommend any student that is struggling academically or socially for the Student Study Team (SST) process. This includes students on an Action Service Plan that is unsuccessful. The team will identify the student's strengths and weaknesses and develop a "Success Plan" during the Student Success Team meeting.

Action Service Plans

SASCA-CV will use the Action Service Plan to inform parents/guardians by the eighth week of school, or anytime during the school year, that their child's work is falling below academic expectations and is now considered at-risk, which could result in retention. Those students identified as academically low achieving are targeted for additional academic support. Through the Action Service Plan, teachers will collaborate with parents each trimester (at least) on targeted strategies and interventions that may be helpful to ensure the at-risk student is meeting grade level standards. The parents/ guardians, teacher, and student (as determined by teacher) are required to attend collaborative meetings in order to set goals and objectives.

Data is gathered through frequent interim assessments performed in the core subject areas. Teachers will have tools to track all of their students and ensure they are making sufficient progress. The Action Service Plan is updated to identify if interventions have been successful or if additional intervention is necessary.

If a student is deemed as making adequate progress, the student will continue to be monitored to ensure academic success. If the student does not make adequate progress, further remediation /intervention is considered, including, but not limited to, retention, and/or a psychoeducational assessment.

Multi-tiered System of Support (aka PowerLab)

Sycamore Academy-CV's general education program has many built-in universal supports. The majority of our students thrive in the environment because of the flexibility permitted in our program, the Growth mindset we instill throughout our learning community, the high level of collaboration with all stakeholders and clear and deliberate focus on seeing the learning through the eyes of the learner. Sometimes however, students need more strategic and/or intensive interventions. Some require support from outside resources and other experts.

PowerLab 1.0 represents all students at Sycamore and all of the resources, tools, interventions and modifications available to them as universal supports built in to the program. Every student is a PowerLab student and has unique needs that we meet during specifically scheduled times as well as additionally appropriate times as determined by the educators, parents and/or students.

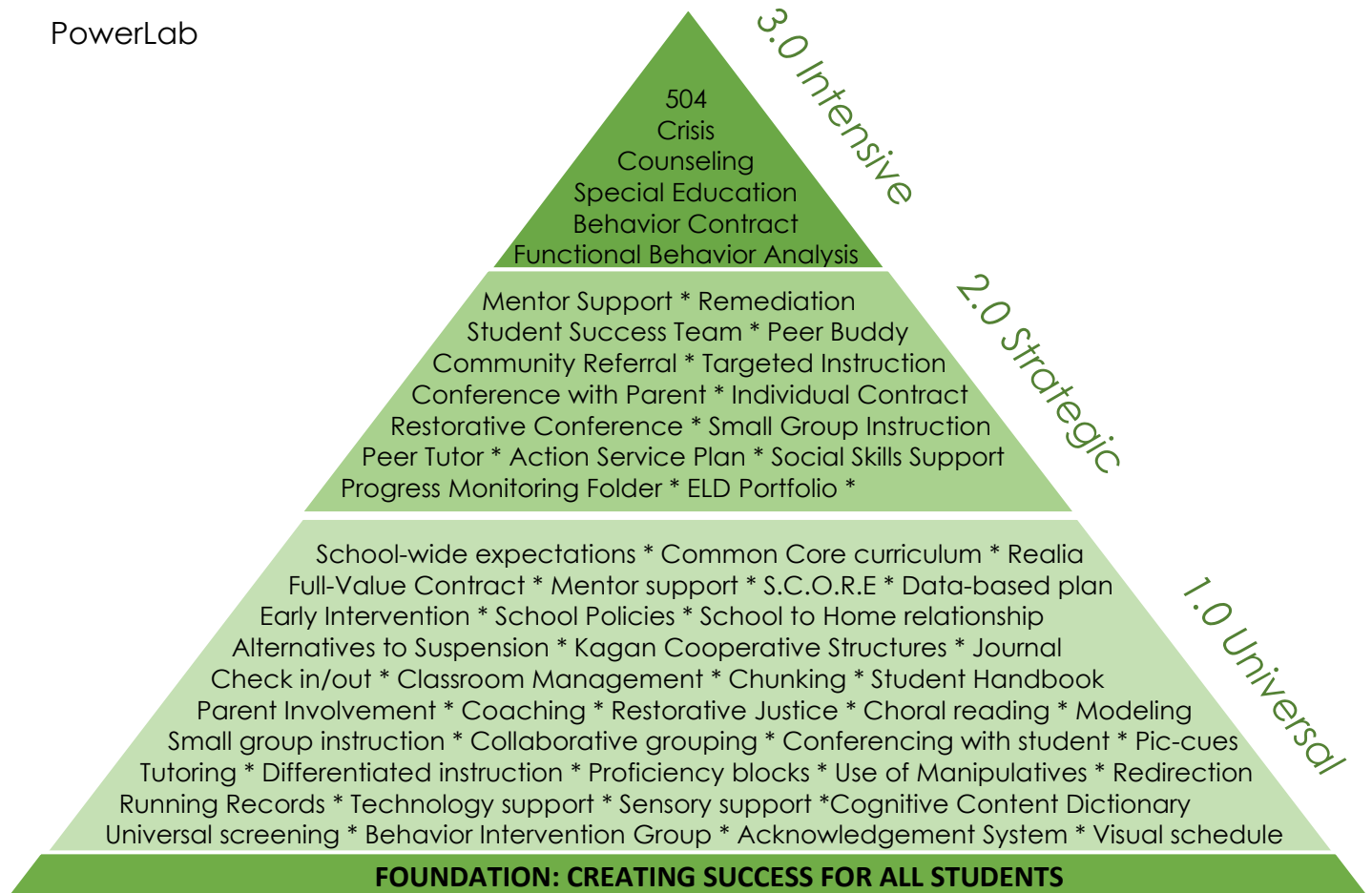
PowerLab 2.0 represents the second layer of our support for students. PowerLab 2.0 characterizes more strategic interventions, targeted to solve the student's barrier to learning. This might include added instruction, modified work, additional support or countless other interventions to promote academic and behavioral success. Decisions about this layer of support are made with the general education team and the family, including the student when appropriate.

PowerLab 3.0 embodies the third layer of our support system. At this level, we have data and documented evidence of attempts to improve academic and/or behavioral concerns at multiple levels, multiple times and with multiple specialists within the least restrictive environment and with varied degrees of intervention. This represents our most intensive tier and likely involves multiple outside agencies to support the family, faculty and staff as well as an assortment of specialized personnel.

We have developed the diagram below to help define our interpretation of the various PowerLabs. Note that although this is a fairly comprehensive list of added

support available to all Sycamore students, it does not entail every support possible or imaginable. We will always seek new, innovative and creative ways to reach our students that are struggling and this list will continue to grow as we meet new challenges.

PowerLab



Additionally, our system of support is not limited to the support needs of our student but rather a comprehensive look at how we can support the family unit. SASCA-CV will offer options to address any and all barriers to student success and builds relationships with many community members, organizations, companies and service providers in order to connect various stakeholders all in an effort to improve conditions for all members of our learning community.

Progress Monitoring Folder

SASCA-CV utilizes a Progress Monitoring Folder (PMF) for students in need of PowerLab 2.0 strategic intervention as an arm of the Learning Record System. The purpose of the folder is to visually identify targeted goals and track progress. The

teacher maintains the folder and updates the data at regular intervals as determined during the goals writing process. The Director of Student Services or designee audits the Progress Monitoring Folders periodically to ensure the appropriate data is being tracked and progress is being made. The Folder is shared and discussed during parent conferences, PLCs, SST meetings, 504 or IEP, as determined by the level of intervention necessary to ensure the student makes progress.

Student Success Team (SST)

If a student is struggling either academically or socially, the classroom teacher will implement intervention strategies to remediate the problem. When further measures are required, the teacher or parent will request a Student Success Team meeting. As deemed appropriate, the team will include the parents, classroom teacher, an administrator or designee, the Student Success Team Coordinator, education specialist, nurse, school psychologist, and/or student. The needs of the student will determine the make-up of the team. The team will identify the student's strengths and weaknesses, and then develop a "Success Plan." Often, the plan will include a follow-up meeting. Students who need psychoeducational testing may be referred through the Student Success Team.

Examples of a Success Plan may include modifications of classroom work and assessments and/or further formal testing. Student Success Teams will revisit student progress and implementation of modifications to determine their effectiveness. With the completion of formal psychoeducational testing, recommendations for placement in special programs and/ or referrals to other support personnel will be made, if necessary. Servicing may include push-in (full inclusion), pullout, and/or ongoing consultation.

The graphic on the following page detail the Student Success Team (SST) referral process at SASCA-CV.

Schoolwide Services

SASCA-CV believes healthy choices support the physical, social, and emotional needs of each student, and programs are in place to address these areas. Programs that support physical vigor will include: Physical Education, parent- supervised lunch-time options and after school athletic choices.

Support services will also be available to all students. The pre-referral process will specify interventions the classroom teacher has previously attempted, along with the outcomes. Referrals may lead to an SST meeting between appropriate staff, parents

and when appropriate, the student, where documented behavioral, attendance, academic, and/ or social-emotional concerns are addressed and strategies developed for interventions. Through a collaborative effort, administrators, teachers, and the student will meet to identify students who require individualized assistance, modifications or intervention in academic and/ or non-academic areas. Student Study Teams will revisit student progress and implementation of modifications to determine their effectiveness.

Power Lab is offered free of charge before and/or after school for students who are in danger of slipping below grade level standards. Student progress and effectiveness of modifications are monitored utilizing performance data software, teacher observations, and collaboration between the support staff. PLC's exist to develop strategies for student achievement and discuss ways to meet the needs of all students. Usually prior to students being referred to the SST, teachers will meet at grade level to confer about student concerns and potential classroom accommodations and/ or modifications. Collaboration and teamwork among staff, particularly during the SST process will ensure that all students' needs are addressed and met. Should a student require psychoeducational testing, recommendations for placement in special programs, support services and/or referrals to other support personnel are made in compliance with law. Services may include pullout, inclusion programs, and/ or ongoing consultation as determined by the IEP or 504 team.

**Student Study Team Referral Process
Language Assessment Team Referral Process**

TEACHER INTERVENTION: Hold an informal SST/LAT meeting with your team. Employ appropriate PowerLab 1.0 strategies in the classroom and determine appropriate evidence and documentation of the concerns to be collected in the Progress Monitoring Folder (PMF). Refer for vision and/or hearing screening if deemed appropriate. Document interventions in an Action Service Plan and results of interventions in the student's PMF for not less than thirty (30) days.

PARENT/TEACHER/STUDENT CONFERENCE: Once data from the Power Lab 1.0 is collected, meet with parents and create an Action Service Plan to be implemented to address the concerns. Review S.C.O.R.E. goals and edit if needed to align with Action Service Plan and Expected School-wide Learning Results. Monitor and document progress for not less than thirty (30) days. Meet with team and the parents to review and discuss next steps.

INTERVENTIONS ARE SUCCESSFUL: Continue interventions that are needed, end interventions that are no longer necessary and continue to monitor progress.

INTERVENTIONS ARE NOT SUCCESSFUL: Team determines if:

- changes to ASP are appropriate, or
- additional resources are needed (if "b", see below)

PROCEED WITH FORMAL SST (PowerLab 2.0):

- Complete Referral Form.
- Submit all documentation to the Director of Student Services.
- Send Developmental/Health History form home.
- Continue to implement any successful interventions.
- Continue to collect evidence and document outcomes in the student's Progress Monitoring folder.
- 10 days prior to the scheduled meeting, submit all documentation to the Director of Support Services.

DURING THE FORMAL SST:

The team will determine:

- Appropriate extended services and request referrals (i.e. Victor Community, H.O.P.E, C.A.R.E.S., Parent Project, etc.).
- Create a new Action Service Plan if appropriate.
- Refer to Special Education team or 504 team if appropriate.

Plan for Special Education

General Assurances

SASCA-CV 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 of 1973 ("Section 504"), the Americans with Disabilities Act of 1992 ("ADA"), and the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq. "IDEA").

For the purposes of providing special education services under IDEIA, charter schools must be a member of a Special Education Local Planning Area (SELPA). California law provides charter schools with two options for doing so:

Operate as a "school within the district" for purposes of special education.

Act as a local education agency (LEA) and join a SELPA independently of the charter's authorizer.

The following provisions govern the application of special education to SASCA-CV students:

- It is understood that all children will have access to SASCA-CV and no student shall be denied admission based solely on disability status.
- Pursuant to Education Code Section 47640 et seq., SASCA-CV will operate as a charter school that is its own LEA and responsible for complying with all provisions of the IDEIA and implementing regulations as they relate to local educational agencies. As such, SASCA-CV shall participate in an approved special education local plan (SELPA) that is consistent with subdivision (a), (b), or (c) of Education Code section 56195.1 and shall be deemed a local educational agency ("LEA") that is responsible for complying with all provisions of the IDEIA and implementing regulations as they relate to local educational agencies.
- SASCA-CV will participate as a local educational agency for the purpose of Special Education. Should SASCA-CV choose to change SELPAs, SASCA-CV will provide the Authorizer with proof of acceptance to another State Board of Education approved SELPA that is consistent with subdivision (a), (b), or (c) of Education Code Section 56195.1 at least one month prior to the proposed effective date of the change.

SASCA-CV agrees to collaborate with the Authorizer to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

SASCA-CV operates as its own Local Educational Agency for Special Education pursuant to Ed. Code section 47641 (a). SASCA is currently a member of the El Dorado County Charter SELPA and as such, SASCA-CV is given priority preference. SASCA-CV assumes full responsibility for providing special education and related services to eligible charter school students in accordance with state and federal law, will agree to follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. SASCA-CV will further agree to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

SASCA-CV exercises its right to participate as a local educational agency in a special education plan approved by the State Board of Education. SASCA-CV is deemed a local educational agency for the purposes of compliance with federal law (specifically, IDEIA.) and for eligibility for federal and state special education funds.

Indemnification

Because SASCA-CV shall operate as its own LEA for the purposes of special education, the Authorizer shall have no responsibility for the coordination or provision of special education services to SASCA-CV students, regardless of the school district of residence of students, and SASCA-CV shall be exclusively responsible for the coordination and provision of special education services to SASCA-CV students and for any and all other obligations of a school or school district relative to services for students with special needs, including identification of such students. SASCA-CV's insurance and indemnification obligations pursuant to this Charter, specifically including all requirements to provide insurance coverage for the Authorizer and Authorizer personnel and/or to indemnify, defend, and hold harmless the Authorizer and all the "Indemnitees" as identified in the Indemnification section of this Charter, below, shall extend with full force and effect to any and all matters in any way related to or arising from compliance with the IDEIA, Section 504, the ADA, and the provision of services to students with special needs and access to the Charter School and its facilities.

Services

SASCA-CV shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). At all times, SASCA-CV shall comply with all state and federal laws related to the identification of students with special needs and the provision of special education instruction and

related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

Identification and Referral

SASCA-CV understands that all children with disabilities residing in the community, including children with disabilities who are homeless or are wards of the court and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services must be identified, located and evaluated. SASCA-CV personnel will actively seek out children in need of special education and related services in compliance with Child Find including, but not limited to, careful analysis of all student files and data, parent and family communications and community notices.

SASCA-CV understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

SASCA-CV implements a multi-tiered instructional and support framework prior to referring a child for an evaluation under IDEA but shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification.

SASCA-CV assures that no assessment or evaluation is used for admission purposes.

Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate.

SASCA-CV may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

SASCA-CV shall be solely responsible for compliance with state and federal Child Find requirements.

SASCA-CV shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Individualized Education Plan

An Individualized Education Program (IEP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. A review of each IEP is conducted on at least an annual basis to review a student's progress and make appropriate revisions.

Eligibility and Placement

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 all required representatives.

Educational Services and Programs

To the extent that the agreed upon IEP requires special education or related services, SASCA-CV shall provide and/or arrange for such services. To the maximum extent appropriate, children with disabilities are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

SASCA-CV may request related services (e.g. speech, occupational therapy, adapted P.E., nursing, and transportation) from its SELPA, subject to SELPA approval and availability. SASCA-CV may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors. In no event shall it be the Authorizer's responsibility to provide such services, though SASCA-CV and the Authorizer may, at their discretion, enter into a written contract separate from this Charter and for separate consideration, to have SASCA-CV purchase services from the Authorizer in the manner described in any such written contract.

Parent Concerns

Children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process. SASCA-CV shall inform parents/guardians of their rights to raise concerns regarding special education needs or services to SASCA-CV. SASCA-CV shall respond to and address the parent/guardian concerns.

Complaints

SASCA-CV shall address/respond to/investigate all complaints regarding all special education services at SASCA-CV.

Due Process Hearings: SASCA-CV may initiate a due process hearing on behalf of a student enrolled in SASCA-CV as is legally necessary to meet a school agency's responsibilities under Federal and State law.

Funding

SASCA-CV will participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05 in the same manner as other local educational agencies of the special education local plan area.

Professional Development for SASCA-CV Staff

The Principal, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal Special Education laws, including those sponsored by the El Dorado County Charter SELPA. SASCA-CV also intends to seek professional development opportunities for staff through trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Reporting

SASCA-CV, in collaboration with SELPA, will collect and maintain the following information on disabled students as required by IDEIA:

A calculation of all school-age students with disabilities being provided Special Education services by age, grade, category of disability, and the number of students with disabilities who are English Language Learners;

The number of students provided with test modifications and the types and the number of students exempted from State assessments;

The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;

The number of students with disabilities suspended "in-school" and "out of school," organized by disability and length of suspensions; and

The basis of exit from SASCA-CV of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting is the responsibility of SASCA-CV's Principal, or designee. The Principal, or designee, will ensure that a central file with all Special Education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEIA guidelines. The Principal, or designee, will oversee access to these records, and is responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and is informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents/guardians of a student with an IEP at SASCA-CV must give written consent for the evaluation and placement of their child, be included in the decision-making process when there is a change in placement under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents are acknowledged by the school within five (5) days, after which a meeting between the parents/ guardians and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parents/guardians with a written Notice of Procedural Safeguards, which will include inform action on the procedure to initiate both formal and informal dispute resolutions, at least once per year. SASCA-CV will utilize the Notice of Procedural Safeguards used by the El Dorado County Charter SELPA.

Due Process Hearings

SASCA-CV may initiate a due process hearing or request for mediation with respect to an enrolled student. In the event that the parents/guardians file for a due process hearing, or request mediation, SASCA-CV will work to defend the case. In the event that it is determined that legal representation is needed, SASCA-CV will be represented by legal counsel of its choosing. SASCA-CV understands that it has sole discretion to settle any matter in mediation or due process. SASCA-CV will also have sole discretion to file an appeal from a due process hearing or take other legal action involving any SASCA-CV student necessary to protect its rights. As an LEA member of the El Dorado County Charter SELPA, SASCA-CV acts as an autonomous LEA with all of the legal rights and responsibilities as they relate to SELPA membership, representation, participation, and adherence to applicable laws and SELPA policy.

Section 504 of the Rehabilitation Act

SASCA-CV recognizes its legal responsibility to ensure that no qualified person with a disability will, on the basis of disability), be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SASCA-CV. Any student who has an identified disability which substantially limits a major life activity including, but not limited to, learning will be eligible for accommodation by SASCA-CV.

A 504 team will be assembled by the Principal, or designee, and will include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The prior evaluation maybe used to determine the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/ or activities.

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.
- Tests and other evaluation materials will be administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than rejecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent/ guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for Special Education per the IDEIA, the 504 team will make a referral for assessment under the IDEIA.

If the student is found by the 504 team to have a disability under Section 504, the 504 team will be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by SASCA-CV's professional staff. The 504 Plan will describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have access to a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's cumulative file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the Plan, and continued eligibility.

Acceleration/Retention

School administration will identify students who are "academically low achieving" and intervene as outlined in the "Intervention for Low Achieving Students" section. According to meta-analysis done by John Hattie, "Retention has been found to have a negative effect on academic achievement in language arts, reading, mathematics, work-study skills, social studies, and grade point average." Additionally, "promoted students score better than retained students on social and emotional adjustment, and behavior, self-concept, and attitude toward school." Every effort will be made to employ interventions through the Action Service Plan and thoroughly develop an individualized Multi-Tiered System of Support including thorough progress monitoring for our at-risk students.

The Promotion/Retention Team meets, consults, and makes a recommendation to promote or retain a student depending on the success of the interventions implemented based on the Action Service Plan and documented progress. The final decision to promote or retain is made by administration, based on staff recommendation, and a summary of the evidence for the decision will be presented to the parents.

The decision to retain English Learners is made by the Promotion/ Retention team. One or more members of the team must have expertise in English Language Development (ELD).

The decision to promote or retain students with an Individualized Education Program (IEP) is made by the IEP team.

SASCA-CV believes in collaboration and parent involvement and will make every effort to include parents in the decision-making process with regard to promotion/retention however, SASCA-CV can retain or promote a student without parent or guardian approval in grades one (1) through eight (8). No student at SASCA-CV will be retained for more than one year, including students who were retained prior to enrolling in the school. Parents may appeal the Promotion or Retention decision to the Governing Board.

Acceleration (Grades 1-8)

In cases when students may be recommended for acceleration to a higher-grade level due to exceptional academic achievement, SASCA-CV will ensure that all policies and procedures are compliant with applicable provisions of the California Education Code, including acceleration to the next grade. SASCA-CV recognizes that academic achievement is not the only indicator for acceleration and will ensure that social-emotional wellness will also be key elements in the decision-making process.

Home Study Program (Full-time Independent Study)

SASCA-CV's educational program may include the enrollment of interested TK-8th grade students into a full-time Independent Study Program, which is comprised of the site-based curriculum. We have named this portion of our program Home Study (HSP) in order to differentiate between the short term and long term independent study offerings. Students in HSP are enrolled students of SASCA-CV and held to the same degree of standard and expectation as students in the site-based program. This is an added feature of our program to allow flexibility for those families that need it.

SASCA-CV will ensure that the HSP students have equal access to the services and resources that they would have received if they were enrolled in the site-based program. HSP students are included in the statewide assessment process and are required to attend the school during testing periods.

SASCA-CV's program is highly collaborative thus in conflict with the typical Independent Study program however, the SASCA-CV team has developed a comprehensive Home Study Program that most closely represents the site-based program while still allowing flexibility for families that need such a program.

We have found that our HSP students generally have scheduling conflicts that make regular school attendance difficult however, the majority are able to attend for scheduled events, workshop or abbreviated days, such as elective attendance, PE, or intervention support.

Elements of this program include:

- Regular on-site workshop with a credentialed teacher
 - Mathematics
 - Literacy
 - SPARK
 - Arts, including Meet the Masters
 - Music
 - NGSS aligned, three-dimensional STEAM activities
- Access to free before/after school tutoring with credential teachers
- Field trips related to the area of study
- On-site electives, clubs and PE
- Flexible scheduling with teacher of record
- Ability to participate in all school functions
- Extra-curricular options equivalent to site-based program
- Ability to participate in webcasts/online learning
- Ability to live stream on-site class lessons as needed
- Access to select vendors for enrichment
- Explicit support of networking with other HSP families
- 504 and IEP accommodations, modifications and services
- Access to World Language instruction

As noted above, students who are enrolled into the HSP will have access to extra-curricular programs, flexible workshop schedule, small group instruction, before and/or after-school intervention, field trips, books, and any resources available to site-based students. These services include space at the school site staffed by credentialed personnel, ongoing tutoring on-site and regular scheduled meetings (at least one every twenty (20) school days) to review assignments, standards, and assign new materials.

Parents are provided with materials for lessons that reinforce concepts during these monthly meetings with the teachers. Additionally, workshop options for parents are available to assist them in understanding the standards and skills needed and provide ideas and resources to teach new concepts to their children. Parents are provided with information related to community events that promote student growth academically, behaviorally and socially.

HSP students are expected to complete a service learning project as well. The service learning project may be in participation with a group onsite, a group outside of the school, or individually. HSP students, like site-based students, are provided opportunities to present their learning to other students and/or community members as organized by the HSP teacher.

All HSP students participate in the school's Showcase events and display their work on site.

In addition to complying with all the laws that apply to charter schools in California in general, SASCA-CV will comply with all specific laws applicable to Independent Study for its Independent Study Program. Education Code § 47612.5 states that a charter school that provides Independent Study will comply with Education Code § 51745 et seq. As such, the provision of education through Independent Study is governed by an Independent Study Board Policy adopted by the Ronald Reagan Charter School Alliance and implemented in accordance with individual work and master agreements for each student.

Further, SASCA-CV will adhere to all applicable sections of the Education Code for Independent Study, § 51745 et seq., along with its implementing regulations and funding determination requirements of Education Code § 47612.5 and § 47634.2, and Title 5 California Code of Regulations §11963 - 11963.7 ("SB740"). SASCA-CV will adhere to the California Code of Regulations related to audit requirements for charter schools, Title 5 California Code of Regulations §19850 - 19854. As laws pertaining to charter schools change, SASCA-CV reserves the right to make changes to meet the needs of the educational program as approved by the Executive Director and Board of Trustees.

PROFESSIONAL LEARNING

The key features that we believe increase student achievement to its highest possible level are:

- Staff-driven professional development on topics related to educational programs;
- Recommendations of relevant topics for parent education, made by the staff and parent community, to assist parents in meeting their child's individual needs;
- Opportunities for parents to be involved in the educational program for their children, with special emphasis on involving parents of the at-risk student population;

- Implementation of innovative programs such as Clubs, Classes, Multiple Intelligences, and Science Lab that are research-based and proven to be successful;
- Educational reforms that reward excellent teaching and student accomplishments;
- Promotion of new, innovative, and experimental ideas in education;
- Infusion of the intrinsic value of academic pursuits in each child and the value of lifelong learning through the outstanding educational program developed at SASCA-CV;
- Maximizing instructional time and increasing daily instructional minutes above the state's minimum requirements to provide greater time for teaching in the core curriculum while maintaining the integrity of program;
- Having a strong understanding of how children learn and retain information;
- Maintaining a continuum of high academic standards in grades TK-8;
- Maintaining a high level of integrity that staff members believe is crucial to a high performing school;
- Utilization of formative assessments and data-driven educational programs;
- Employing highly qualified instructional staff that promote a positive, engaging, and motivating school environment, and who truly believe that all students are gifted;
- An instructional staff that operates as a Professional Learning Community (PLC), as summarized from the book, *Whatever It Takes*, by Dufour, et al. (see graphic on following page), ensuring a coordinated and coherent program that targets the needs of the whole child; and
- Abiding by PLC objectives:
 - What do we want students to learn?
 - How will we know when students have learned it?
 - What will happen if they don't learn it?
 - What do we do if they already know it?

The graphic that follows illustrates elements SASCA-CV will use to establish effective Professional Learning Communities (PLC).

Clarity of Purpose	Student Success – all students can learn Effective Feedback Honest reflection
Collaborative Culture	Time to meet Focus on LEARNING Debate strategies, actions and results
Best Practices	Share knowledge of best practices Analyze data Examine common assessments
Action	Staff development Innovate-different actions yield different results Team acts together
Reflection	All stakeholders are part of the team Review the process Review results and establish new goals

The community of SASCA-CV recognizes that ongoing professional learning directly impacts student academic success. Professional Learning Communities (PLC's) encourage grade-level and vertical articulation and identify needed staff development.

Staff development is planned after the analysis of authentic student performance results from state mandated assessments, grade level assessments (including multiple measures) and observations of teacher performance. The focus of these long-range plans is that all students demonstrate grade level content mastery and achieve at high levels. Staff is taught how to attune the curriculum to align with grade level State Standards. They are also guided in the elements of directed lesson design.

To deepen teachers' content knowledge and help them engage all students in learning, staff attends site workshops, college courses, and professional conferences. Examples of on-site professional development include in-service training on

curriculum calibration, writing, classroom management, emotional/social awareness, interim and summative assessments, and technology use. The staff is encouraged to enroll in college courses on Special Education, Language Development and Gifted Education. Staff attendance at conferences such as the California Association for the Gifted provide staff the latest research on instructional strategies.

Backwards Design

It is the goal of SASCA-CV to ensure true depth of understanding rather than just provide minimally required coverage of topics. Therefore, when planning a unit of study, teachers look at the grade level standards, in addition to the vertical alignment from the grade before and after their own. Teachers must gain an understanding of what the student must already know in order to achieve mastery of the current level standard. The teacher must understand what the student will learn next in order to determine the degree to which mastery is achieved at the current grade level.

Specifically, faculty will be trained to:

Design standards-based instruction (using the principles of backwards design);

Align appropriate assessments to the standards;

Implement instructional activities that are aligned to standards and reflecting research and evidence-based best practices including MI; and

Analyze student achievement outcomes to determine effectiveness.

These strategies have proven to be successful in closing the achievement gap between higher and lower economically disadvantaged students, as well as the target population.

The following provides a detailed description of the standards-based instructional design process to be implemented at Sycamore Academy-CV.

Backwards Design, an instructional design method with a strong research base originally published in *Understanding by Design*, by Grant Wiggins and Jay McTighe, is currently being employed in reform efforts across the nation. This method of academic strategic success planning is one in which teachers start with the desired results (goals or enduring understandings), derive the curriculum from the evidence of learning (performances or assessments), and then teach those lessons necessary for students to perform successfully. There are four distinct stages to the backwards design process that SASCA-CV uses. The four stages are as follows:

Stage I: Unpacking and Prioritizing the State Standards

Teachers and administrators apply specific tools necessary to "unpack" and prioritize content standards. This is a necessary, prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers:

- Understand the three steps of the backwards design process (identifying desired results, designing and aligning assessments to those results, and differentiating instruction to meet the needs of all learners); and
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
- Level of thinking (based on Depth of Knowledge) required by students to reach mastery of the standard (this is tied to creating assessments);
- Percentage of questions from the statewide assessment that relate to each area of the standards (this is tied to creating assessments); and
- Identification of standards that serve as "anchors" upon which units are based. Other standards are tied to these "anchor" standards within each unit designed by teachers (this is tied to creating assessments for units as well as individual lessons within the unit).

Stage 2: Aligning Assessments (Formative and Summative) to the State Standards

Teachers design effective assessments that are aligned to standards and provide an accurate measure of a student's ability to engage in the level of thinking that is required by each standard. Specifically, teachers:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative);
- Analyze content standards to determine the "achievement target" embedded within each standard (achievement targets are the link between standards and assessment);
- Match an appropriate assessment method to each standard; and
- Establish and articulate clear criteria for reaching grade level content mastery of State Standards.

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers implement innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including EL students, students with disabilities, academically low achieving, and gifted);

- Incorporating a Multiple Intelligences approach in lesson design and instruction to target the learning strengths of all students;
- Writing and using effective standards-based lesson plans;
- Exploring how all learners (including EL students, students with disabilities, academically low achieving, and gifted) vary in their readiness, interests, and learning profiles; and
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system.

All coursework involves a rich variety of instructional strategies, curriculum, and materials. Sample instructional strategies include:

- Collaborative investigations and demonstrations;
- Mini Lessons that address specific skills within the context of larger projects;
- Giving guidance and allowing adequate time to self-reflect and self-assess;
- Authentic assessments, such as:
- Basic Phonics Skills Test (BPST);
- CAASPP interim assessments;
- Benchmark assessments;
- Writing prompts;
- End of chapter tests;
- Quizzes;
- Teacher created assessments; and
- Multiple Intelligence projects.
- Direct instruction;
- Research-based projects;
- Cooperative group work and projects;
- Inter-disciplinary approaches to curriculum;
- The involvement of community members and educational partners in instructional presentation; and
- Mentoring program(s).

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Teachers analyze achievement outcomes by:

- Using Professional Learning Communities to collaborate on lesson planning and delivery;
- Examining student work; and
- Analyzing achievement data from in-house and state-mandated tests.

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and assessments and projects are prepared.

Teachers use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process serves as the vehicle for ongoing conversations among and between grade levels at SASCA-CV. Specifically, all teachers are charged with the responsibility of meeting as a grade level no less than weekly to engage in lesson preparation, the examination of student work, and to discuss individual student concerns in order to determine the appropriate course of action regarding student academic success.

The backward design process enables teachers to plan and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

Challenges: An Innovative Design

What is innovative and different about our educational program is our organization of curriculum and instruction around Challenges. Challenges are a unique format for designing units of instruction utilizing constructivist principles. The Challenge is put into the format of a question or problem to be solved. The more real-life the issue the better, a real-life issue evokes greater engagement and makes for a stronger connection between school and real-life experiences. The problem, or core question, has to be carefully designed so as to maximize student engagement while addressing key standards. Common Core State Standards (CCSS) define the knowledge students are to learn by grade level which is also reflected in the knowledge skills defined through our Expected School-wide Learning Results (ESLRs). The format of CCSS compliments the critical skills and fundamental dispositions that are the foundation of our educational program (also part of our ESLRs) and have been identified by countless organizations as essential for the education of our children and applicable in all areas of life, both personally and professionally. Critical skills and fundamental dispositions mirror Common Core State Standards' emphasis on college and career readiness by providing specific tasks wherein students tend to personal, social and emotional development and approaches to learning. All Challenges are written in a format that clearly specifies the core question(s) to be pursued, the Common Core State Standards that are addressed and the critical skills and fundamental dispositions to be utilized, developed, or acquired. This format reflects the intent of Smarter Balance Performance Tasks.

Another component critical to a Challenge that makes our program innovative and different is establishing, at the outset, the desired result. Our program is explicitly and intentionally results driven; the students know up front what quality work looks like. They will see clearly what product or performance is expected of

them and the degree to which they will be successful in solving the problem, meeting the Common Core State Standards and demonstrating specific skills and dispositions in the process. This is especially helpful for student groups that are performing below standards as they can clearly see the intended goal, removing any guess work. They need an example, to see clearly what a strong essay looks like, what a well-formed musical composition sounds like, or how to determine if one is physically fit, etc. To help in this process, it is common for the teacher to engage the students in developing the criteria (or rubric) for judging the quality of the product or a performance. To enhance powerful learning experiences for students, time is taken to reflect on the whole process. Teachers, students, and parents reflect on what was learned in terms of academic, skills, and/or dispositions standards. Anyone is able to ask any student what he/she is learning and he/she is able to clearly articulate what he/she is striving to resolve or learn and demonstrate. Additionally, the process of accomplishing a Challenge demonstrates cohesion amongst several College and Career Readiness standards (critical skills and fundamental dispositions) allowing students to mutually reinforce skills and exhibit mastery.

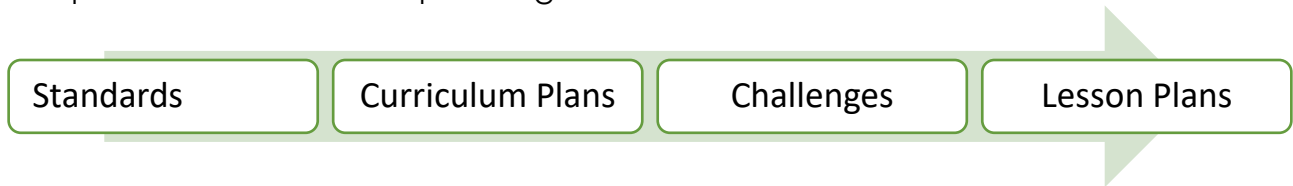
Teachers develop Challenges collaboratively, not individually. They work in a team in exactly the manner in which classroom instruction is carried out. As teachers work in various teams developing Challenges, they consult extensively the Common Core State Standards. The standards are the guiding force directing our instruction and curriculum. Included in the teams are any staff who have knowledge of the students; Special Education teachers and support staff are often included in this process as well. Once the teams develop their Challenges they share them with the total teaching staff to ensure continuity and acceptable levels of rigor throughout the age levels and to ensure they address the academic standards in support of continued growth as the students' progress through the grade levels.

The Challenges and rubrics are then shared with parents. In keeping with our program, the teaching staff gathers assessment data, reflects and shares their evidence of student learning with the total staff, parents, various councils and committees and the Governing Board. This process has led to powerful learning experiences for students thereby increasing student learning.

Prior to the start of each school year, faculty utilizes non-student workdays to create vertically aligned integrated curriculum plans, first trimester Challenges and lesson plans. Each team presents their finished products to the other faculty members in a process called Critical Friends which is further described in the Professional Learning section. Prior to the start of second and third trimester, faculty utilizes PLC time to review the curriculum plans created at the start of the year and make needed

modifications as determined by student needs. The development of the trimester Challenge(s) and lesson plans occur and are reviewed through the Critical Friends process on these non-student work-days or designated professional learning community time, along with preparations of needed materials.

The process for curriculum planning follows this format:



A variety of assessment data is collected including embedded assessments, tests, products, anecdotal notes, presentation rubrics, etc. The Learning Record calls for trimester work samples in reading and writing, along with teacher anecdotal notes related to the students understanding and attitudes through the learning process. This information is utilized to create further Challenges for the next trimester. Teachers use the Challenges for their individual lesson planning. Even at the lesson planning stage, teachers meet in teams on a regular basis.

STAKEHOLDER ENGAGEMENT

Parental involvement and support in the education of children is an integral pan of improving academic achievement. Educational research has established that properly constructed parent involvement programs can play an important and effective role in the participation of parents in their children's schools and in raising pupil achievement levels.

SASCA-CV recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.

Further, it is clearly understood that families of English Language Learners, low socio-economic status, and other "at risk" groups often feel unwelcome or intimidated about participating in their child's education. SASCA-CV teachers will be the most important resource in engaging parents and ensuring that parents are frequently invited to participate in school activities, are provided the appropriate training and resources to help their children and have access to any resources they need offered by the school or available through referral.

Parent Information Exchanges will be specifically designed to target the engagement these families by providing information and resources specific to their needs, making free child care available during the events, assisting with carpools, providing a translator and translated documents, providing notice and invitation through alternative means.

Parent participation in their child's education has a positive impact on student academic success. Parents of children attending SASCA-CV understand the importance of their role and involvement in their child's education as they are making an explicit choice to send their child to SASCA-CV. There are many possibilities for parents to demonstrate support and interest in the educational program of SASCA-CV, such as:

- Governing Board
- School Site Advisory Council
- ELAC and/or Focus Groups
- Volunteering in the classroom
- Attendance at Events
- Support and/or attend programs
- Parent / Teacher/Student Conferences
- Participation with the Foundation
- Curriculum preparation
- Watch D.O.G.S. (Dads of Great Students)
- MOM Squad

School/ Home Information

SASCA-CV utilizes a collaborative communication plan which includes various digital mediums, out-bound phone messaging, take home information, in-person meetings, online portal, and community outreach. SASCA-CV will also provide email notifications to parents to keep them apprised of student progress.

Information about SASCA-CV will be found on the school website at www.sycamoreacademycharter-cv.org.

SASCA-CV's website will include the following:

- School Accountability Report Card (SARC);
- Local Control and Accountability Plan (LCAP);
- Board meeting agendas and minutes;
- Board policies;
- Upcoming events;
- Teachers' blogs;
- Test data;

- Copy of the monthly and yearly calendars;
- Lunch menu (if applicable); and
- Informational handbooks.

Parent/Teacher/Student Conferences

To keep parents informed and assisting in their child's education, a conference is scheduled with the student's classroom teacher by the eighth week into the school year. At this conference, the teacher, parents, and student:

Review the results of the student's assessment data and Multiple Intelligences Survey;
Work collaboratively to determine specific goals for the child based on his or her unique needs as they relate to achieving grade level content mastery (S.C.O.R.E.);
Share feedback on the student's experiences in and out of the classroom;

- As appropriate, develop an Action Service Plan for the student to assure progression toward grade level standards;
- Review resources and communication tools for student support; and
- Discuss any additional items related to the student's individual needs.

Additional parent conferences are scheduled based on student needs. All at-risk students will have, at a minimum, one more conference with their parent and teacher at the end of the second trimester to review progress and determine the next steps in supporting the student to achieve grade level mastery.

Additional support for parents of English Language Learners:

- A translator will be present for the conference
- All documents will be provided in the appropriate home language
- Additional resources and referrals provided as needed
- Additional conferences with parents to review progress and determine next steps
- Flexible scheduling to accommodate attendees needs
- Supervision for siblings at no charge in order to assist parents in conference attendance

Additional support for parents of at risk students:

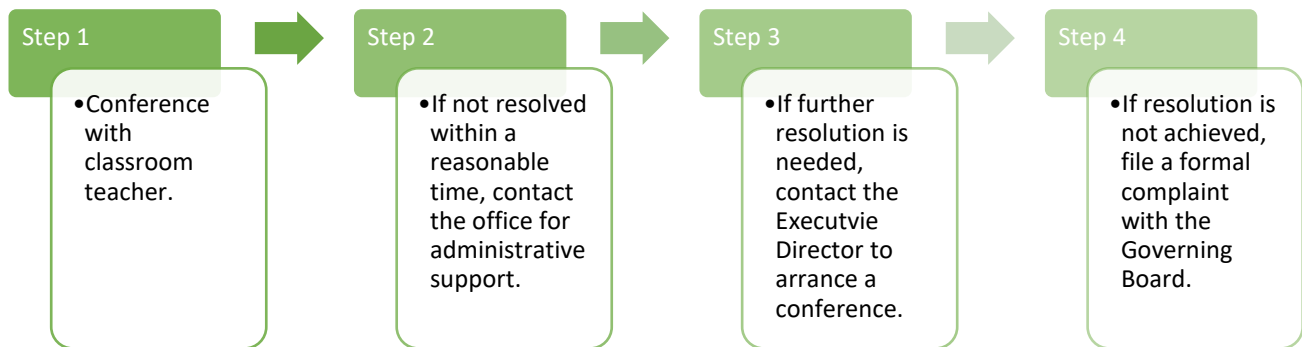
- Education Specialist may attend the conference
- Additional resources and referrals provided as needed
- Additional conferences with parents to review progress and determine next steps
- Flexible scheduling to accommodate attendees needs
- Supervision for siblings at no charge in order to assist parents in conference attendance

Additional support for socioeconomically disadvantage students:

- A translator will be present for the conference if needed
- Additional resources and referrals provided as needed
- Additional conferences with parents to review progress and determine next steps
- Flexible scheduling to accommodate attendees needs
- Supervision for siblings at no charge in order to assist parents in conference attendance
- Support for transportation to/from conferences (i.e. Uber, Lyft, Taxi or the like)
- Tele-conference in lieu of in person if needed

Schoolwide Resolution Process

In the event there is a question/concern that directly affects any student, parents are asked to take the following steps, in the order listed on the following graphic, to resolve any issues respectfully and collaboratively.



SASCA-CV encourages all parents to become active members of the school community by contacting SASCA-CV with suggestions, ideas, or any constructive comments. However, if there is an issue that is not classroom specific, parents are encouraged to contact the school office, and it will be forwarded to the appropriate person, i.e., Executive Director, Principal, Sycamore Foundation, ELAC, etc.

School Site Council

The SASCA-CV School Site Council will be established to further the involvement of parents and guardians in their children's educational program as a parent /faculty advisory council to the Governing Board. This committee will be made up of ten (10) members: one (1) administrator, three (3) teachers, one non-certificated staff member, and five (5) parents. Emphasis will be made to encourage representation

for various student groups, include, but not limited to, English Language Learners, GATE and Special Education.

The responsibilities of this committee include:

- Develop and honor a Full Value Contract, based on the 7 Habits of Highly Effective People, that provides structure within which expectations for group operations are established and members are held accountable.
- Collaborate with stakeholders and provide input on significant issues affecting the learning community (i.e. school-wide needs assessment, LCAP, Safe School Plan, WASC, etc.);
- Develop a slate of candidates for open positions on the Ronald Reagan Charter School Alliance as needed;
- Establish and maintain partnerships with the community; and
- Provide support to faculty and staff in communicating requirements, needs, programs and events.

The School Site Council shall be elected by their peers for a term of two years with the exception of the first year when half of the members will be elected for a three-year term in order to stagger the membership elections.

English Learner Advisory Committee

The English Learner Advisory Committee (ELAC), will be established if there are 21 or more ELL students, will consist of elected parents of English Learner (EL) students and staff members whose primary function will be to advise the administration and staff on programs and services for English Learners. Additionally, the ELAC will assist in the development of a site-based needs assessment, the school's annual language census, and ways to make parents aware of the importance of regular school attendance. Additionally, a primary focus for the SASCA-CV ELAC will be the development and facilitation of a plan each year for increasing engagement of parents of English Learner students.

Leadership Team

Leadership Team will assist the administration in overall school planning and decision-making. At the start of each year, the faculty will determine tasks and jobs that need to be completed in order to maintain a successful program. Teachers will select roles to participate in the general operations of the school, providing additional opportunities for teachers to lead the school.

Sycamore Foundation (Parent/Staff Organization)

The Sycamore Foundation will play an essential role in SASCA-CV's educational program. Each parent/guardian and staff person are a member, with no mandatory membership required. The purpose of the organization is to assist the administration and staff in obtaining necessary instructional equipment and materials to further the education of the students. The focus of the Foundation is to support the philosophy and culture of SASCA-CV through parent and faculty education programs, workshops, events and activities. Some of the activities and programs may include Emergency Plan materials and supplies, fundraising, family fun nights, Showcases, P.I.E. and many student body events.

The Foundation recognizes the importance of school choice advocacy at local, state, and national levels. They support awareness activities for stakeholders through participation in annual events, for example, National Charter Schools Week, and National School Choice Week, Advocacy Day, etc.

The spirit of cooperation between parents, staff, and students allows SASCA-CV to have a Foundation whose members volunteer in a variety of areas. In addition to the activities mentioned above, they will also support student field trips, awards, supplemental instructional materials, and school enhancements.

CURRICULUM AND MATERIALS*Courses of Study*

SASCA-CV will adopt a course of study for grades TK-8 to align with the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("ELA /Literacy") and Mathematics; Next Generation Science Standards; and all other California content standards.

The current adopted course of study for grades TK to 8 consists of:

- ELA/Literacy, including knowledge of, and appreciation for, literature, informational text, foundational skills, writing, speaking, and listening;
- TK curriculum will be aligned to the California Preschool Learning Foundations developed by the California Department of Education (Senate Bill 858, Chapter 32, Statutes of 2014)
- Mathematics, including counting and cardinality, operations and algebraic thinking, numbers and operations in base ten, numbers and operations in fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, and statistics and probability;

- History/ Social Studies, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils in alignment with the CA Education and the Environment Initiative (EEI).
- Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and in alignment with CA EEI curriculum.
- Visual and Performing Arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression;
- English Language Development, including breadth and depth of vocabulary, instruction in reading, writing, speaking and listening, conversational nuances and understanding the language in context.
- World language or languages designed to develop a facility for understanding, speaking, reading, and writing the particular language;
- Health, including instruction in the principles and practices of individual, family, and community health; and
- Physical Education, with emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind.

Curriculum

SASCA-CV's curriculum is consistent with the State Standards: Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("ELA/Literacy") and Mathematics; Next Generation Science Standards; and all other California content standards. Understanding students' areas of strength and the development of the total child is emphasized at SASCA-CV. All instructional materials are selected for use in grades TK-8 to teach the content areas below. The following is a brief summary of the general curriculum studied in the elementary and middle school years.

ELA/Literacy

The ELA/Literacy curriculum is comprised of a comprehensive and balanced reading program used in all grade levels with support structures for English Language Learners. In addition, in the primary grades there is an emphasis on phonemic awareness and a systematic phonics instructional approach, which includes fluency.

SASCA-CV advances the ELA/Literacy achievement levels of students by:

- Providing a comprehensive ELA/Literacy education program for grades TK-8, through integrated thematic units of study;

- Use of the CAASPP Digital Library;
- Providing online supplemental intervention and enrichment, such as, IXL and Learning A to Z;
- Implementation of the CA EEI curriculum
- Providing additional instructional minutes over the state recommendation;
- Providing extensive and multi-year professional development in ELA/Literacy instruction;
- Allocating funding to support professional development, materials, and equipment; and
- Developing measurement tools for students and staff to assess progress in meeting the State Standards in ELA/Literacy.

The intensive writing program, taught throughout the curriculum, may utilize the Step Up to Writing Program to focus on the State Standards in Writing and Language.

Mathematics

Instruction in Mathematics concentrates on solving problems; developing abstract, analytic thinking skills, learning how to deal effectively and comfortably with variables and equations, and using mathematical notation effectively to model situations.

SASCA-CV advances the mathematic achievement levels of students by:
Providing a comprehensive mathematics education program for grades TK-8, through

- Textbook adoption and supplemental texts such as JUMP Math
- Providing online supplemental intervention and enrichment programs, such as, the IXL, which is used to help students acquire and develop problem-solving skills in mathematics;
- Providing additional instructional minutes over the state recommendation;
- Providing extensive and multi-year professional development in mathematics instruction that addresses State Standards in Mathematics;
- Allocating funding to support professional development, materials, and equipment; and
- Developing measurement tools for students and staff to assess progress in meeting the State Standards in Mathematics.

Science

Science instruction at SASCA-CV will be designed to provide knowledge of living and non-living things, their relationships to humans, and humans' effect upon the environment. It also provides students with an awareness of the world around them

and the world's effect upon them as well as their effect upon the world. The curriculum will be comprised of Disciplinary Core Ideas (DCI): Life Sciences, Earth and Space Sciences, and Physical Sciences. SASCA-CV staff will develop, coordinate, and provide instruction in a science curriculum that incorporates experimentation, habits, and skills that scientists and engineers use day in and day out. The curriculum will be aligned to the Next Generation Science Standards for investigation and experimentation, and is designed to develop all of the following:

- Providing a comprehensive science education program for grades TK-8 that includes hands-on, real-world application;
- Understanding of basic scientific facts, investigation, and principles;
- Relevance of science, technology, engineering and mathematics to everyday life;
- Interests and life experiences of students or be connected to societal or personal concerns that require scientific or technological knowledge; and
- Analytical and intellectual skills to increase levels of depth and sophistication;
- CA EEI integration

History/Social Studies

History/Social Studies consists of an overview of world geography and emphasizes the cause and effect relationships between diverse groups. History is studied to give students an understanding of the experiences and contributions of various ethnic groups and cultures. As part of the curriculum, students may participate in specialized field trips.

SASCA-CV incorporates EEI, Learning A to Z, the social studies component of IXL and other resources to provide students with quality, comprehensive units of study that demonstrate diverse theories, perspectives and opinions. While these are the primary sources currently used at SASCA-CV, the Governing Board has the authority to change curriculum without constituting a material revision of this petition provided the replacement meets the key elements of the charter.

Technology

Each classroom will have access to state-of-the-art technology to enhance and support instruction. Staff will have access to a computer in conjunction with multi-media instructional programs. All students will produce multi-media presentations aligned to the goals in the Technology Plan. When working on research-based projects, students may utilize laptops or similar devices. Students will be taught keyboarding skills that are necessary to access and participate in state mandated assessments for the State Standards. Examples of technology used include, but are

not limited to, desktop and laptop computers, tablets, document cameras, LCD projector, and various software. All audio-visual materials shown by the teachers will be "G" rated. Anything rated higher than "G" must be approved by the Administration.

With the increased availability of technology for students and the overwhelming use of social media, SASCA-CV has a commitment to teaching students ethical, appropriate use. SASCA-CV utilizes Common Sense Media and SmartSocial.com to guide students and assist parents in monitoring and regulating student use.

Music/Art/Drama

Teachers will provide general musical instruction and facilitate the development of appreciation and understanding of concepts. Monthly patriotic and traditional songs may be learned and sung at schoolwide assemblies, Showcase events or other school activities. Opportunities for drama experience will be provided in each classroom and students may participate in a grade level school performance.

Art lessons will be designed to help students understand the nature of art with emphasis on color, design, art principles, vocabulary, and art appreciation. Creative expression is encouraged throughout instruction.

Physical Education

In the TK through primary grades, the physical education program will include basic movement skills performed with and without the use of equipment, basic understanding of skill development, balance, coordination, and nutrition. At the elementary and middle school level, a variety of activities will be used to improve physical strength, health, and endurance. Activities will be selected with the goal of developing each student physically, emotionally, and mentally. Students participate in activities throughout the year that develop skills in agility, flexibility, upper body strength, and cardio-vascular endurance. At the same time, cooperation, team-building, collaboration and communication skills are fostered through physical activity and sports. Students will learn about nutrition and hygiene and other elements of health and wellness.

Each spring, skills will be tested as part of the state's Physical Fitness Test (PFT) in grades five (5) and eight (8). These skills include: one-mile jog, curl ups, right angle push-ups, trunk lift, shoulder stretch, and sit-and-reach. While only fifth and eighth grade are reported, all students will document their personal best results in each of these areas.

Materials

SASCA-CV will utilize curricular materials for the core content areas that will be selected based on an analysis of their alignment with the State Standards, the available assessment and universal access resources that accompany each program, and their fit with the school's instructional philosophy and design.

The Curriculum, Instruction, and Assessment team (CIA) will engage in a thorough and timely curriculum review process and will make recommendations regarding curriculum purchases. The CIA is a team of certificated personnel selected by the school faculty to represent a variety of grade levels in order to ensure vertical continuity in the curriculum selection.

Transitional kindergarten will follow a modified (kindergarten) curriculum for core academic content that is age and developmentally appropriate.

OPERATIONS

- The term of this five-year charter will be July 1, 2019-June 30, 2024.
- Sycamore Academy-CV will be deemed a direct-funded charter school.
- Grade level configuration for the term of this charter will be TK-8th grade
- Executive Director's cell phone number is 951-473-5370.
- School year calendars and bell schedules will be developed annually and submitted to the board for approval.
- The website will be www.sycamoreacademycharter-cv.org.

Projected Enrollment

The Chino Valley parent community has been highly visible in their support and desire to have public school choice for their children. The Ronald Reagan Charter School Alliance is an exceptionally reputable, established and well-organized non-profit agency in a position to assist the community with their desire for an independently operated public charter school.

The charts below are for projection purposes only and in no way should be viewed as a limitation on the charter school's ability to grow to meet the need of the community.

Enrollment Projections

		TK/K	1	2	3	4	5	6	7	8	Total
YEAR 1	Students	44	44	44	44	66	33	0	0	0	275
	Teachers	2	2	2	2	2	1	0	0	0	11
YEAR 2	Students	44	44	44	44	56	66	33	0	0	353
	Teachers	2	2	2	2	2	2	1	0	0	14

Updated for Material Revision:		TK/K	1	2	3	4	5	6	7	8	Total
YEAR 3 2021-2022	Students	66	66	44	22	33	33	33	33	0	330
	Teachers	3	3	2	1	1	1	1	1	0	13
YEAR 4 2022-2023	Students	66	66	66	44	33	33	33	33	33	407
	Teachers	3	3	3	2	1	1	1	1	1	16
YEAR 5 2023-2024	Students	66	66	66	66	66	33	33	33	33	462
	Teachers	3	3	3	3	2	1	1	1	1	18

*No more than 25 students will be enrolled in the HSP with one teacher.

Additional Instructional staff:

Education Specialist(s)

HomeStudy Teacher(s)

SASCA-CV recognizes that a student's attendance record directly contributes to student academic success. Therefore, SASCA-CV has a schoolwide goal of no less than 95% daily attendance rate. Parents will be made aware of the attendance policy. SASCA-CV will also maintain a School Attendance Review Team (SART) to ensure the daily attendance goal is met for each student.

Eight State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), SASCA-CV's annual goals to be achieved schoolwide will be based on the following eight state priorities:

- Basic Services
- Implementation of State Standards
- Parental Involvement
- Student Achievement
- Student Engagement
- School Climate
- Course Access
- Student Performance

Local Control and Accountability Plan

SASCA-CV will adopt and implement a Local Control and Accountability Plan (LCAP) on an annual basis pursuant to Education Code Section 47606.5(b)(5)(ii) including

the development of school wide goals for all student groups as applicable to the eight state priority areas identified in Education Code 52060(d).

SASCA-CV will comply with all elements of the LCAP pursuant to regulations and will utilize the template adopted by the State Board of Education or acceptable substitute, and reserves the right to establish additional, school specific goals and corresponding assessments throughout the duration of the charter as outlined in this document.

SASCA-CV will submit the LCAP to the Authorizing Agency and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP will not be considered a material revision to the charter and will be maintained by SASCA-CV at the school site.

Instructional Minutes

In California, there are both required and recommended actions regarding courses of study and the instructional time needed to deliver them to elementary and secondary students. In the absence of either the Education Code or a recommendation from the State Board of Education (SBE) and the California Department of Education (CDE), external recommendations from national subject-area associations are available as guidelines.

The law does not require a specific number of minutes of English Language Development for English Learners (EL) in charter schools. SASCA-CV will have the discretion to determine the amount of time appropriate for students at different English language proficiency levels. EL instruction will be embedded throughout the instructional program in a variety of forms including, but not limited to GLAD units, SADAIE

SASCA-CV students will receive, at a minimum, the number of instructional minutes for the school year as required by Education Code Section 47612.5, as may be amended by the Legislature. To expand the opportunities for all students and to lessen the impact of pullout time for specialized learning situations, SASCA-CV will extend the school's instructional day. At the time of the submission of this petition, charter schools must have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction:

- To pupils in kindergarten, 36,000 minutes.
- To pupils in grades 1 to 3, inclusive, 50,400 minutes.

- To pupils in grades 4 to 8, inclusive, 54,000 minutes.

Sample TK-K		Sample 1 st – 3 rd		Sample 4 th – 8 th	
8:20 am	9:50 am	8:20 am	10:10 am	8:00 am	10:30 am
Literacy Block Readers workshop Writers workshop Vocabulary development ELD integrated instruction Integrated arts and social science		Literacy Block Readers workshop Writers workshop Vocabulary development ELD integrated instruction Integrated arts and social science		Literacy Block Readers workshop Writers workshop Vocabulary development ELD integrated instruction Integrated arts and social science Research Projects	
9:50 am	10:05 am	10:10 am	10:20 am	10:30 am	10:40 am
Recess		Recess		Snack Break	
10:05 am	11:15 am	10:20 am	11:45 am	10:40 am	12:15 pm
Math Block Operations and Algebraic Thinking Number and Operations Measurement and Data Geometry Integrated Science		Math Block Operations and Algebraic Thinking Number and Operations Measurement and Data Geometry Integrated Science		Math Block The Number System Expressions and Equations Functions Geometry Statistics and Probability	
11:15 am	11:45 am	11:45 am	12:15 pm	12:15 pm	12:45 am
Lunch and recess		Lunch		Lunch	
11:45 am	12:15 pm	12:15 am	12:45 pm	12:45 am	1:30 pm
Proficiency Block PowerLab ELD Designated Instruction		Physical Education		Proficiency Block PowerLab ELD Designated Instruction	
12:15 pm	1:00 pm	12:45 pm	1:30 pm	1:30 pm	2:15pm
Integrated Units		Proficiency Block PowerLab ELD Designated Instruction		Physical Education	
DISMISSAL		1:30 pm	2:45 pm	2:15 pm	3:00 pm
		Academic Clubs Integrated Units		Electives Academic Clubs	
		DISMISSAL		DISMISSAL	

Additional Components of the Daily Schedule

Agenda

Each student in grades 1-8 at SASCA-CV has access to an electronic agenda that may be utilized to:

- Develop organizational skills
- Develop time management skills
- Assist students in developing personal responsibility and accountability;

- Record homework assignment descriptions and due dates;
- Outline project descriptions and due dates; and
- Provide communication between teachers and parents regarding student progress, concerns, etc.

Students are provided class time each day to record all information as described above.

Proficiency Block

This targeted intervention program takes place during the school day. Each teacher in grades 3-8 utilizes statewide, standardized assessment data, including teacher-created assessments, to create flexible groups from student assessment results. The instruction provided to these small groups during the regular instructional day targets specific ELA/Literacy areas, such as Reading Informational Text or Language. Groupings can occur within a single class, across a grade level, or vertically, depending on the needs of the students. As students' progress in their performance of the targeted content areas, they move within the flexible groups. This time is also designated instruction for English Language Learners and enrichment for high achieving students.

Power Lab

A before, during and/or after-school intervention will be designed for students in all grades who are not meeting grade level standards in ELA/Literacy and/or Mathematics or are in danger of slipping below grade level proficiency in these areas. Teachers facilitating this intervention communicate with each student's classroom teacher to determine progress made in the subject area(s) for which they are receiving intervention. Student progress in the subject area is monitored frequently.

Service Learning

Service Learning activities and projects will be incorporated within our state standards-based instructional program, promoting application of knowledge to the global community. Partnerships will be established within the community between various organizations to expand the options available for service learning projects.

Technology Instruction

Technology Instruction includes, but is not limited to:

- Keyboarding, word processing

- Google Classroom (Docs, Slides, Email, Sheets, etc.)
- Internet-based research,
- Internet safety and etiquette such as Common-Sense Media, SmartSocial.com,
- Hour of Code and code.org instruction

Students will learn to present information using a multi-media format. Students will learn to complete homework, as well as formative and summative assessments, online.

Visual and Performing Arts (VAPA)

Visual and Performing Arts are incorporated throughout the SASCA-CV academic program. VAPA includes Art Appreciation (such as "Art Masters" or a similar program), participation in school performances, dance, choir, music, and drama to aid in students' development of aesthetic appreciation and the skills of creative expression. Each year, all students participate in the Art Showcase, a culminating event for the in-depth study of an art master, his/her techniques, contribution to his/her culture and impact on the greater community.

Science, Technology, Engineering, Arts, and Mathematics (STEAM)

SASCA-CV will focus on Science, Technology, Engineering, Arts, and Mathematics as integrated units. The skills and knowledge in each of these disciplines are essential for students' academic success as these fields are deeply interdependent in the real world and in how students learn most efficiently. STEAM is both an interdisciplinary and applied approach that is coupled with hands-on, problem-based learning. The design of such units will begin with the Next Generation Science Standards. Each year students will participate in the annual Science Showcase, typically held during the second trimester, and are expected to present a science project to an audience which may include classmates, staff, other peers, parents, and/or community members.

For science to be taught properly and effectively, mobile labs are an integral part of SASCA-CV's science curriculum for grades TK-8. Students are provided instruction with a priority on making observations and gathering evidence for developing a deep understanding of the science content. Hands on science experiments are an integral part of the science education at Sycamore. In addition, students are taught how to understand the nature of science, the attitudes of science, and the skills for scientific reasoning.

Projected Master Calendar

A draft of the school master calendar and bell schedule can be found attached to and within this document. The Governing Board will determine the school calendar and take action to approve a calendar during a general session each year. Stakeholders will be invited to provide input during through the annual survey and during the public comments time of the general meeting of the Governing Board.

Professional Learning Community (PLC) Meetings, training, workshops, in-service, and professional development may take place on minimum days in addition to the teacher work days outlined on the calendar.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

"The measurable pupil outcomes identified for use by the charter school, 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. 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. The charter school has clearly defined goals in compliance with Education Code Section §47605(c)(5)(B) and 52060(d).

Overview

Each year, state mandated assessments, as well as multiple measures including authentic assessments, will be utilized to create a plan for improving our academic program. Once goals are identified based on the results of multiple measures, the staff articulates strategies for target improvement areas, including professional development, instructional methods, and curricular materials. The expectations are delivered in consistent and clear communication and represent all vital components that make student academic progress happen. Decision-making and program development by stakeholders (administration, teachers, parents, staff and students) aligns with our belief that together, we build the strongest learning community possible.

SASCA-CV will be proactive in systematically tracking student progress towards reaching and surpassing state proficiency standards for all students. This will include the following targeted populations: Hispanic or Latino, Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, and foster youths. In addition to state mandated assessments, SASCA-CV will regularly administer internal assessments. This internal documentation includes, but is not limited to, diagnostic assessments and tools to measure students' academic progress, such as:

- Basic Phonic Skills Test (BPST) for grades TK-3;
- Curriculum -embedded diagnostic and benchmark assessments;
- Multiple Intelligences assessments and projects;
- CAASPP Interim Assessments;
- Writing prompts;
- Presentations, projects, and reports
- Action Service Plan;
- Graphs of performance (in reading, physical fitness, etc.); and
- Rubrics (staff, student, or collaboratively generated); and other methods with which students may assess progress.

SASCA-CV will engage in a rigorous focus on achievement standards in all academic areas. The paramount objective is to develop self-motivated, competent, and lifelong learners. To do this, students need to be able to assess and evaluate their own learning. Therefore, SASCA-CV students will be encouraged to take a more active and consistent role in evaluating their own learning and setting their own goals for achievement. In doing so, students will monitor their academic growth and will be encouraged to further their success through the administered assessments. Teachers and students working collaboratively in developing rubrics will be one way to further this process.

Student outcomes measure the skills and processes mastered and the concepts learned from the content of the school curriculum, which is aligned to the State Standards. The Standards comprise three main sections: a comprehensive K-5 section and two content area-specific sections for grades 6-8, one for ELA/Literacy (ELA) and one for History/Social Studies, Science, and Technical Subjects.

The curriculum will evolve incrementally as the school refines its student outcomes and adjusts to any changes in the State Standards that may become applicable to charter schools.

SASCA-CV will meet statewide standards and conduct required state mandated student assessments as required by Education Code Section 47605(c). SASCA-CV will meet the State Standards performance goals by working as a Professional Learning Community to ensure that all students meet or exceed grade level proficiency in the core academic areas.

Schoolwide Measurable Outcomes

SASCA-CV is committed to continued growth for all students toward mastery of the State Standards, with a special emphasis on increasing mastery for low-performing students and those in targeted student groups. As such, SASCA-CV will maintain a growth pattern schoolwide and for numerically significant student groups that places its achievement outcomes on state tests at least equal to those of the schools of residence for attending students.

Subject-matter outcomes will be revised to align with state accountability measures as they are finalized, establishing a baseline in 2018-19, and increasing each year thereafter for schoolwide and in all significant student groups as indicated in the LCAP.

Outcomes that Align with the Eight State Priorities

SASCA-CV has clearly defined schoolwide goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d). As mentioned below, "all students" include Students with Disabilities, numerically significant student groups, English Learners, Foster Youth, etc., as applicable to SASCA-CV pursuant to Education Code Section 47607(a)(3)(B).

SASCA-CV will pursue the following schoolwide and student group outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and/ or federal standards (including Common Core) and reflect proficiency measures required by the selected assessments, as well as applicable state priorities detailed in California Education Code 52060(d) that apply for grade levels served, or the nature of the program operated, by SASCA-CV.

For purposes of measuring achievement of these goals, a numerically significant pupil group will be identified as one that meets both the following criteria from California Education Code 47607(a)(3)(B):

- The student group consists of at least thirty (30) pupils each of whom has a valid test score.
- For a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least fifteen (15) pupils (Ed. Code 52052(a)(3)).

The following charts delineate SASCA-CV's schoolwide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program operated, by SASCA-CV and methods for measuring progress, all aligned with the state's priorities defined in California Education Code 52060(d). As the state finalizes new school performance measures (e.g., CAASPP), and finalizes/ updates the format for the LCAP as applicable to charter schools, SASCA-CV will ensure that it creates and updates its plans and goals accordingly. Actions intended to ensure that SASCA-CV meets these goals and targets are delineated throughout this charter petition. See the following charts for suggested school actions, their corresponding assessments and the personnel responsible for their implementation.

Achievement Goal#1: Basic Services

SASCA-CV teachers are appropriately assigned and credentialed. Every pupil at SASCA-CV will have sufficient access to standards-aligned instructional materials. Facilities are maintained in good repair.

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Employ teachers with appropriate credentials for their assignments.	Comprehensive hiring and interview process	100% appropriately credentialed staff	Governing Board, Executive Director, Principal
Offer Teacher Induction support	Review the number of staff members who obtained their clear credential each year	The percent of faculty without clear credentials decreases >25% annually	Principal
Provide students with standards-aligned instructional materials	Classroom Observations, Grade Level Materials Inventory	100% of students will have access to printed and/or digital instructional materials	Administration, Leadership Team
Maintain facilities in compliance with SARC and/or FUA	Facility walk-through and checklist	>90% Clean and safe facilities	Principal, Director of Operations

Achievement Goal #2: Implementation of State Standards

SASCA-CV will fully implement CCSS, ensuring that all student have access to quality instruction of the CCSS, ELD, and NGSS.

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
EL students will receive ELD support to achieve academic content knowledge as defined by CCSS	Review of ELA assessments ELPAC progress	100% of EL students gain content and English language proficiency	Administrative Team, Teachers
Focus development of interdisciplinary, themed curricular units of study	Classroom observations, assessment results	100% of students demonstrate progress each term toward mastery of CCSS	Administrative Team, Teachers
Provide staff development on ELD standards and ELPAC performance levels	Sign in sheets, training materials	100% of staff will attend training annually	Principal

Provide technology-based supplemental intervention/enrichment programs	Students appropriate use of available resources	Student will demonstrate progress toward mastery of standards practiced	Administrators, Teachers
Engage faculty in PLCs, grade level and vertical planning time	Number of PLCs and planning, sign-in sheets for PLCs	Faculty will participate in >12 PLCs/planning meetings per year	Principal, Teachers

Achievement Goal #3: Parental Involvement

SASCA-CV will increase parent involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Provide parent training on topics related to charters, the educational program, CCSS and CAASPP	Sign in sheets, informational materials	Provide >6 parent trainings on topics related to charters, program, CCSS and CAASPP each year	Administration, Teachers
Offer child care and refreshments at parent meetings	Sign in sheets, receipts	Increased parent attendance at meetings by 10% each year	Principal, Staff
Solicit parent feedback through Annual Parent Survey	Survey participation	>65% of parents respond to annual survey	Principal, Teachers

Achievement Goal #4: Student Achievement

SASCA-CV students will demonstrate increased achievement toward mastery of all state standards as evidenced by multiple measures.

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Obtain resources to support teaching and learning in the classroom.	Classroom observations, site walk-through, invoices for materials	Students' improved performance on CAASPP is equal to or greater than the average of the schools the students would otherwise attend	Administrative Team, Teachers
Consistency in the adherence of high academic standards and expectations	CAASPP, ELPAC, survey feedback	Students' improved performance on CAASPP is equal to or greater than the average of the schools the students	Principal, Teachers

		would otherwise attend	
Implement MTSS appropriately and effectively.	Student progress data, support documentation	Designated "at-risk" students show improved performance on multiple measures	Administrative Team, Teachers

Achievement Goal #5: Student Engagement

SASCA-CV will maintain student engagement as measured by attendance rate, participation in events/activities and low truancy rate.

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Implement SASCA-CV program as designed to promote full engagement and collaboration	ADA rate, suspension rate, observations, student feedback	ADA rate above 95%, Low suspension rate, survey results, continuing enrollment	Administration, faculty, staff
Emphasize the importance of daily attendance to all students	Review ADA rate	ADA rate above 96%	Principal, Attendance Clerk
Ensure stakeholder awareness of attendance policies and impact on academic achievement	Sign in sheets for P.I.E. events, survey, number of SART meetings	Participation at P.I.E. as evidenced on sign-in sheets, survey results, ADA rate of 95% or higher	Principal, Attendance Clerk

Achievement Goal #6: School Climate

SASCA-CV will maintain a positive school climate as measured by a low suspension/expulsion rate, stakeholders feedback on surveys, minimal uniform complaints and other feedback.

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Emphasize campus safety to all stakeholders	Monthly practice drills, participation in CA Great Shakeout	Improved response time on monthly drills, feedback from stakeholders on CAGS	Administrative Team
Consistent communication with all stakeholders	Website, Monthly Newsletter, Facebook, Twitter, School Calendar	Increase stakeholders opening up email, social media feedback	Administrative Team, Teachers
Stakeholders receive, have access, and understand SASCA-CV's suspension and expulsion policy	Handbook acknowledgements on file	Suspension and Expulsion Rate will be less than 1% annually schoolwide and for all student groups.	Principal, Teachers, staff

Provide professional training in safety, crisis prevention, and behavioral intervention	Agendas, sign in sheets	100% of staff will participate in safety, crisis prevention and behavioral training	Principal, Teachers
Implement the Acceptable Use of Technology	Agreement on file for all students	100% of Tech agreements on file	Principal, Teachers, Office Staff

Achievement Goal #7: Course Access

All SASCA-CV students will have access to a broad course of study including programs that provide for service learning opportunities, enrichment through VAPA and Social Sciences.

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
All students will have equitable access to the program and courses outlined within the charter.	Comparison of the schedules of all student groups.	Participation in various courses will be equitable among various student groups.	Administrative Team
Additional support for at risk students and students with special needs.	Action Service plans, and at-risk students' performance	100% of at-risk students will participate in PowerLab, proficiency block intervention	Administration, Teachers
Provide additional support for ELD students	ELD portfolio, ELPAC results	100% of ELD students will participate in ELD instruction and demonstrate progress in ELD	Administration, Teachers
Access to a variety of non-core courses	A variety of non-core courses, clubs and activities are available to all students	Rosters and attendance will evidence equity	Administration, Teachers
Provide professional development and PLC time for teachers	Agendas, sign-in sheets, and meeting minutes	Consistent attendance from staff at all meetings	Administration, Teachers

Achievement Goal#8: Student Performance

Students will demonstrate developmentally appropriate mastery of Standards and progress toward achieving individual SCORE goals.

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Provide all students with appropriate interventions, accommodations and supports to progress toward mastery of CCSS grade level standards.	CAASPP (Grades 3-8) ELPAC data Survey feedback Local assessments	Student achievement results will increase at a rate equivalent to one year's growth or more in one year.	Principal, Teachers
Train all students in the use of technology, basic operations, safety and etiquette.	Local assessment, survey results	All students will demonstrate proficiency in knowledge and use of technology as well as internet safety and etiquette as demonstrated on proficient scores on local assessments.	Principal, teachers, Director of Operations
Utilize technology to enhance collaboration, communication and problem-solving skills among all stakeholders.	Stakeholder survey results, online assignment completion rate	Online assignment completion rate and average scores will be higher than "traditional" assignments. Participation among stakeholders in online platforms will increase by 10%.	Principal, teachers, Director of Operations

ELEMENT 3: METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practical, 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 §47605(c)(5)(C).

The Charter School affirms that, to the extent practicable, the method for measurable pupil outcomes for the state priorities should be consistent with the way information is reported on a school accountability report card, however SASCA-CV reserves the right to provide additional measures to demonstrate progress toward meeting goals.

Assessment Methodology and Philosophy

SASCA-CV's assessment methods will be based on the following beliefs:

Authentic:

Student assessments will be authentic. SASCA-CV will use the Backward Design planning model to ensure assessments measure the actual learning that has taken place in the classroom. Within this model, pretests will be given, learning outcomes established, and assessments designed before any learning activities are introduced. Teachers will know what specific skills and information they want their students to attain before they can design the learning steps necessary for student achievement.

Multiple Measures:

Just as students have multiple intelligences, they also respond differently to different forms of assessments. Therefore, SASCA-CV will ensure a variety of assessments (i.e. content-specific tests, observations, projects, standardized tests, classroom discussions, and multiple intelligence presentations) are used to measure student achievement. This multiple measures approach will improve the reliability of assessment data.

On-going:

Students need on-going assessments in order to ascertain whether skills and knowledge have been truly internalized. Teachers will use formative (specific skills), and summative (overall concepts) assessments as evidence of student achievement. This compilation of student data will be used to drive instruction, confer with parents, and set learning goals within and across grade levels.

Informative Assessments:

Assessments will be utilized to inform instruction and intervention. SASCA-CV will promote and support reflection and self-evaluation on the part of students, staff, and parents.

Sycamore Academy of Science and Cultural Arts-CV will use multiple measures to assess student outcomes. SASCA-CV will comply with all state assessment requirements. The method for measuring pupil outcomes for the state priorities shall be determined through the LCAP process and consistent with the LCAP requirements for charter schools.

	Assessment	When Administered	Purpose
C A A S S P P	Smarter Balanced Assessment in English Language Arts and Math	Spring	Test student knowledge of state standards in some grade levels and some content areas as mandated by the state.
	Smarter Balanced Interim Assessments in English Language Arts and Math	Fall, Winter, Spring	Provide baseline and assess students' progress in meeting mandated standards
	California Science Test	Spring	Assess student proficiency in Next Generation Science Standards in grades 5 & 8
	ELPAC-IA	Fall or upon initial enrollment into a CA public school	Assess student English proficiency in reading, writing, listening and speaking at all grade levels.
	ELPAC	Spring – in accordance with state guidelines	Assess student English proficiency in reading, writing, listening and speaking at all grade levels.
O T H E R	Physical Fitness Test	Spring	Assess student physical fitness in grades 5 and 7.
	Learning Record	Ongoing	Assess students' progress on academic content, critical skills and fundamental dispositions.
	Rubrics (student generated, teacher generated, school-wide, etc.)	Ongoing	Assess students' progress on academic content, critical skills and fundamental disposition on specific tasks/projects.
	Local Assessments (created by in-house faculty teams, school-wide, etc.)	Ongoing	Assess students' progress on academic content, critical skills and fundamental dispositions

			pre and/or post units, projects or tasks.
	Running Records	Ongoing	Assess student reading skills including fluency and comprehension.
	Attendance	Ongoing	Track and prevent truancy

The Learning Record Assessment System calls for periodic collection of data (each trimester at a minimum) to monitor, assess, and evaluate students' progress in meeting standards in content areas. The data collected includes, but is not limited to, samples of student work with analysis as to the context, student engagement, strategies used, student's response, the state standards addressed, student's level of achievement related to the state standards for his or her age/grade level, and the instruction, support, and experiences needed to further the student's development. Data collection also includes systematic teacher observation notes as well as criterion-referenced and standardized test results. These are all collected in individual student portfolios.

The analysis of a student's portfolio by the teacher and student provides the basis for student placement at the appropriate level on the Learning Record Scales. This placement provides the level of student achievement and direction for further growth, and it can be summarized for grade level and school level assessment and accountability.

To ensure rigor, continuity and inter-rater reliability, teacher teams will meet each trimester to score holistically reading and writing samples, using a standardized rubric. The team assessing the students' work will be a trained teaching team that is independent from the assessed students' classroom teachers.

We use additional tools to assess given performance tasks in core and non-core areas. These may include, but are not limited to:

- Portfolios of student work, such as writing, drawing, research projects, etc.
- Learning Logs for assessing reflection and growth in learning.
- Checklists for assessing growth in number of books read, mathematic investigations, etc.
- Graphs of performance in reading, physical fitness, etc.
- Rubrics (staff, student, or collaboratively generated).
- English Language Benchmark assessments.
- Teacher made criterion-referenced tests.

Our paramount concern is to develop self-motivated, competent lifelong learners. To do this, students need to be able to assess and evaluate their own learning.

Throughout our school's program, students are encouraged to take a more active and consistent role in evaluating their own learning and setting their own goals for achievement. In doing so, students monitor their academic growth and are encouraged to further their success through the administered assessments. Teachers and students working collaboratively in developing rubrics is one way to further this process.

The Learning Record Assessment System, fully operational, includes the following:

- Students regularly engage in reviewing their work in progress as well as upon its completion, seeking evidence that they are applying course content, learning strategies and skills.
- Teachers discuss standards for assessment among professional colleagues as well as with parents and students, to arrive at local interpretations with locally produced illustrations of how well standards are being met.
- All stakeholders, including parents, analyze assessment data regularly to improve both teaching and learning. Analysis focuses on the quality of multiple samples of student work – writing to learn and writing to be read by a range of audiences, reading many kinds of literacy and informational text, and listening and speaking for many purposes.
- Teachers' judgments about the levels of student performance are based on documented evidence that can be validated in and beyond the School for consistency and fairness.

Use and Reporting of Data

Teachers and parents use assessment data to monitor each student's progress in meeting the Standards. To assist and promote the students in achieving high standards, goals are established for each child in those areas specific to the child's individual needs. Encouragement and continued guidance are the primary responsibilities of the teachers and parents. Students identified as PowerLab 2.0 and PowerLab 3.0 of the Multi-tiered System of Support process are assessed and monitored more frequently than others based on their particular needs.

Parents are provided with training through Parent Information Evenings (P.I.E.), parent handbook, videos, online Parent Portal, and/or website to understand the assessment data and to help their child succeed in meeting the Standards. Materials are made available in English and Spanish, as well as other languages requested by our families.

Parents have access to student scores, attendance, and assignments online via the Parent Portal. Parents without computer or internet access at home, have access at school and upon request, will be provided hard copy of information. Parent conferences are conducted in the fall and on an as needed basis throughout the year. Hard copy report cards are sent home at the request of the parent.

One component of our team meetings is to address individual students who are having difficulty learning the core curriculum, especially those identified as PowerLab 2.0 and PowerLab 3.0 students in our Multi-tiered System process. Additionally, the teams use data, compiled and organized, to analyze their instructional programs. Teams meet at least once per month for this purpose. Each team develops an action plan to address specific needs, as well as individual student needs made evident by the results of the assessment data. A more detailed plan of instruction is developed for those students who are determined to be deficient in meeting standards in the areas of reading, writing, and mathematics. We utilize an online record system to facilitate data collection and analysis of our instructional program as it relates to meeting the Standards. As a Professional Learning Community, the main focus of our school is student learning.

Teams are also organized vertically. This allows greater coordination between the different levels. Working in this manner allows us to address the areas of identified need more effectively so that an ever-increasing number of students will meet or exceed the Standards in these areas, and we achieve a more accelerated closing of the achievement gap among student groups. In the evaluation process we analyze the practices, resources, and personnel used to implement our programs thoroughly so that we make continual progress in meeting our school's goals and measurable outcomes.

Additional assessment data, such as teacher-made tests, student portfolios, and student work is gathered, analyzed and interpreted for the purpose of curriculum evaluation. The total teaching staff works to identify areas of need and develop an action plan to address the areas of need. This is accomplished by disaggregating data on different groups and student groups and particular program evaluations. Program modifications are made based on the student's individually diagnosed needs and are incorporated into the action plan. This is organized into a programmatic report and provided to the Governing Board and the District in a board packet each year as an annual performance audit of our program. Information from this audit will be included in the School's School Accountability Report Card (SARC) that will be distributed or made available to all stakeholders.

Assessment Design

Student performance will be measured through assessment methods directly corresponding to specific achievement targets that have been made apparent to students as part of the instructional program. Teachers will be trained to identify the exact achievement target that is required for each content standard. Identifying the achievement targets for each content standard will allow teachers to determine the most appropriate type of assessment to determine student mastery of a given standard. This method will include such assessments as selected response, essays, performances, and products.

Mandated Assessments

As required by the California Department of Education, students will also participate in the California Assessment of Student Performance and Progress (CAASPP) and all mandated accountability measures.

SASCA-CV will conduct all required pupil assessments. SASCA-CV firmly believes that the academic program will fully prepare students for success in statewide assessment programs. Additional support structures (i.e., PowerLab, Proficiency Block, before and after-school tutoring, mentoring program, etc.) will be in place to ensure that students surpass the performance of their peers in comparable settings.

SASCA-CV's current assessment system is further described in the table below:

Assessment	When Administered	Purpose
Smarter Balanced Summative Assessments	Spring	Measure overall program in grades 3-8
California Science Test	Spring	Assess student proficiency in Next Generation Science Standards in grades 5 & 8
English Language Proficiency Assessment for California (ELPAC)	Spring	Assess student English proficiency in reading, writing, listening and speaking, at all grade levels.

English Language Proficiency Assessment for California – Initial Assessment (ELPAC-IA)	Fall/Upon Enrollment	Initially assess student English proficiency in reading, writing, listening and speaking, at all grade levels.
California Physical Fitness Test (PFT)	Spring	Assess student physical fitness in grades 5 and 7.

SASCA-CV understands that the state mandated assessments system may give parents and students accurate information about whether students are on track to graduate high school ready for college and the workplace. It will provide teachers with resources to tailor instruction to student needs through a digital library of instructional best practices. Notably, educators will be able to easily compare student achievement between schools, districts, and states to ensure that students are making progress.

SASCA-CV's academic program will fully prepare students for success, specifically college and career readiness and in these statewide assessment programs. Additional support structures (i.e., before and after-school tutoring, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable settings.

Pupil Outcomes

Sycamore Academy-CV commits to a rigorous focus on academic standards in all subject areas. SASCA-CV's paramount objective will be to develop self-motivated, competent, and lifelong learners. To accomplish this goal, students will need to be able to assess and evaluate their own learning. Throughout SASCA-CV's program, students will be encouraged to take a more active and consistent role in evaluating their learning and setting their own goals for achievement. In doing so, students will monitor their academic growth from the results received through administered assessments. Teachers will work collaboratively in developing rubrics to further this process. Students will be expected to meet or exceed the state standards in the following areas as described on the subsequent pages:

ELA/Literacy	MEASURABLE OUTCOMES	ASSESSMENT TOOLS
• Literature • Informational Text • Foundational Skills (K-5) • Writing • Speaking and Listening • Language	• Read at or above grade level • Utilize expository text to increase reading comprehension • Enjoy and appreciate a variety of literary genres • Develop grade level vocabulary with associated meaning and transfer into written text • Sequence a story, recall details, and summarize main ideas • Write compositions with appropriate grade level conventions of writing • Develop competence in oral presentations • Understand and use complete sentences in writing and speaking	• CAASPP (Grades 3-8) • ELPAC • Student IEP Assessments • Student Self-Assessment • Peer Assessment • Student Journals • Basic Phonic Skills Test (BPST) • Writing Standards Assessment • Oral Presentations Rubrics • Writing Rubrics • Spelling Inventory • Running records • Standards-Based Unit Assessments • Project-Based Assessments • Local Assessments • Multiple Intelligences-Based Assessments and Projects • Supplemental web-based adaptive diagnostic tool

Mathematics:	MEASURABLE OUTCOMES	ASSESSMENT TOOLS
<i>Grade TK/K.</i> - Counting and Cardinality - Operations and Algebraic Thinking - Number and Operations in Base Ten - Measurement and Data - Geometry <i>Grades 1-2</i> - Operations and Algebraic Thinking - Number and Operations in Base Ten - Measurement and Data - Geometry <i>Grades 3-5</i> - Operations and Algebraic Thinking - Number and Operations in Base Ten - Number and Operations - Fractions - Measurement and Data - Geometry <i>Grades 6-8</i> - Ratios & Proportional Relationships - The Number System - Expressions and Equations - Geometry - Statistics and Probability - Seeing Structure in Expressions - Arithmetic with Polynomials and Rational Expressions - Creating Equations - Reasoning with Equations and Inequalities	- Develop basic grade level computational and procedural skills - Analyze problems and frame the appropriate operations to solve the problem - Understand grade level mathematical terminology - Develop logical thinking through the analysis of evidence - Connect mathematical algorithms and processes with real life application - Master visual representations such as graphs, models, signs and symbols associated with mathematical understanding	- CAASPP (Grade 3-8) - Student IEP Assessments - Standards-Based Performance - Assessment - Local Assessments - Multiple Intelligences Based - Assessments and Projects - Grade level Summative/ Interim Mathematics Test - Assessments and Projects - Supplemental web-based adaptive diagnostic tool

History/Social Studies	MEASURABLE OUTCOMES	ASSESSMENT TOOLS
Grades TK-K - Some Things Change and Some Things Stay the Same Grade 1 - People and Places - On the Move Grade 2 - California Lands: Then and Now - From Field to Table - The Dollars and Sense of Food Production Grade 3 - The Geography of Where We Live - California Indian People: Exploring Tribal Regions - California's Economy: Natural Choices Grade 4 - Reflections of Where We Live - California Indian Peoples and Management of Natural Resources - Cultivating California - Witnessing the Gold Rush Grade 5 - Human Settlement and the Natural Regions of the Eastern Seaboard - Nature and Newcomers Grade 6 - Paleolithic People: Tools, Tasks, and Fire - Paleolithic People: Adapting to Change - River Systems and Ancient Peoples - Agricultural Advances in Ancient Civilizations - Egypt and Kush: A Tale of Two Kingdoms - The Rivers and Ancient Empires of China and India Grade 7 - Arabic Trade Networks: Growth and Expansions in the Middle Ages - Genius Across the Centuries - Managing Nature's Bounty: Feudalism in Medieval Europe - Sun Gods and Jaguar Kings - Broken Jade and Tarnished Gold Grade 8 - Land, Politics, and Expansion in the Early Republic - America Grows - Struggles with Water - Agricultural and Industrial Development in the United States - Industrialization, Urbanization and the Conservation Movement	- Develop grade-level chronological and spatial skills in relationship to historical knowledge - Exhibit an understanding of research-based evidence, points of view, and their impact on forming personal opinion - Identify key historical events and their relationship to current cultural and social norms - Synthesize information from a variety of cultural and historical sources - Understand the democratic process and responsibility to civic values - Obtain a factual and conceptual understanding of history, humanities, geography, and other social sciences	- Curriculum-Embedded Assessments - Student Self-Assessment - Peer Assessment - Standards-Based Unit Assessments - Project-Based Assessments - Local Assessments - Multiple Intelligences- Based Assessments and Projects - Service Learning Project assessments and reflections

Science	MEASURABLE OUTCOMES	ASSESSMENT TOOLS
TK/K • The World Around Me • A Day in My Life • Some Things Change and Some Things Stay the Same Grade 1 • Surviving and Thriving • Finding Shelter • Open Wide! Look Inside! Grade 2 • Cycle of Life • Alike and Different • Flowering Plant in Our Changing Environment • The Earth Rocks Grade 3 • Structures for Survival in a Healthy Ecosystem • Living Things in Changing Environments Grade 4 • Plants: The Ultimate Energy Resource • The Flow of Energy Through Ecosystems • Life and Death with Decomposers • Microorganisms and the Human World Grade 5 • Earth's Water • Changing States: Water, Natural Systems, and Human Communities • Precipitation, People and the Natural World • Our Water: Sources and Uses Grade 6 • The Dynamic Nature of Rivers • Energy: Pass it On! • Playing the Same Role • Energy: It's Not All the Same to You! • Energy and Material Resources: Renewable or Not? • Made from Earth: How Natural Resources Become Things We Use Grade 7 • Shaping Natural Systems through Evolution • Responding to Environmental Change • Extinction: Past and Present Grade 8 • High Tech Harvest: Genetic Engineering and the Environment • Ecosystem Change in CA • Differential Survival of Organisms • The Isolation of Species • Ocean Currents and Natural Systems • Rainforests and Deserts: Distribution, Uses, and Human Influences • The Life and Times of Carbon	• Describe observable patterns in the natural world in order to answer scientist questions. • Plan and conduct an investigation in collaboration with peers. • Define a simple problem that can be solved through the development of a new or improved object or tool. • Read grade-appropriate texts and use media to obtain scientific information to determine hypotheses. • Develop a model or prototype • Obtain and combine information from books and other reliable media. • Construct an argument with evidence, data, and/or a model • Use a model to test interactions concerning the functioning of a natural system or a machine • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships • Represent data in graphical displays to reveal patterns that indicate relationships • Analyze and interpret data to determine similarities and differences in findings	• CAASPP (Grades 5 & 8) • Curriculum-Embedded Assessments • Project-Based Assessments • Authentic Assessments • Laboratory Reports • Science journal • Experiment Results and Conclusions • Oral Presentations • Local Assessments • Multiple Intelligences-Based Assessments and Projects

Reading Measurable Pupil Outcomes by Grade Level

Transitional Kindergarten:

- Recognize one's own name in print.
- With prompting/support, verbally ask and answer questions.
- Retell familiar stories.
- With prompting, identify characters, setting and major events in familiar stories.
- Handle reading materials appropriately (right-side up, front to back, etc.).
- Ability to maintain a discussion on a known topic with peers.

Assessment Tool

Performance Based

Learning Record

Concepts About Print (CAP)

Criteria (Proficiency)

Learning Record –Reading Scale 1: Level 2

75% success

Standardized

Letter and sound identification test

40% success on both

Listening and Speaking Comprehension

60% success

Words Their Way

Level 1

Kindergarten:

- Recognize and name all uppercase and lowercase letters of the alphabet, as well as the sounds they make.
- With prompting/support, ask and answer questions about key details in a text.
- Retell familiar stories with key details.
- Identify characters, setting and major events in familiar stories.
- Recognize common types of text (genres)
- Master concepts of print (front cover, back cover, title page, left to right, top to bottom, etc.).
- Apply some word attack skills to identify unknown words and their meanings.

Assessment Tool

Performance Based

Learning Record

Running Record

Concepts About Print (CAP)

Criteria (Proficiency)

Learning Record –Reading Scale 1: Level 2

Proficiency level established by publisher

Standardized	
Concepts of print	90% success on CAP assessment
Letter and sound identification test	90% success on both
Sight Word list	80% success on K sight word list

First Grade:

- Ask and answer questions about key details in a text.
- Retell stories with key details and demonstrate understanding of the main idea.
- Describe characters, setting and major events in a story using key details.
- Compare and contrast text types, plots and characters in a variety of stories.
- Identify sensory details in written language.
- Growing ability to predict meanings and developing strategies to check predictions against other cues such as the illustrations and the print itself.
- Apply word attack skills to identify unknown words and their meanings.
- Know and use a variety of text structures.

Assessment Tool	
Performance Based	Criteria (Proficiency)
Learning Record	Learning Record –Reading Scale 1: Level 3
Running Record	Proficiency level established by publisher

Standardized	
Publisher Embedded Assessments	Proficiency level established by publisher
Sight Word list	80% success on sight word list (100)
Benchmark Assessments	Aligned with Smarter Balanced

Second Grade:

- Draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources, etc.).
- Recount stories from diverse cultures and determine the central message.
- Describe the structure of a story.
- Compare and contrast versions of the same story.
- With support, make inferences utilizing elements of the text including sentence structure, figurative language, illustrations, etc.
- Apply a variety of word attack skills to identify unknown words and their meanings.

Assessment Tool	
Performance Based	Criteria (Proficiency)

Learning Record
Running Record

Learning Record –Reading Scale 1: Level 4
Proficiency level established by publisher

Standardized

Publisher Embedded Assessments

Proficiency level established by publisher

Sight Word list

80% success on sight word list (200)

Benchmark Assessments

Aligned with Smarter Balanced

Third Grade:

- Explicitly use text, drawing upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions and inferences, comparing information from several sources, sequencing, determining cause/effect, etc.).
- Recount stories from diverse cultures and determine the central message.
- Describe the characters of a story and their significance to the plot.
- Use appropriate academic vocabulary to describe elements in various genres.
- Make inferences utilizing elements of the text including sentence structure, figurative language, illustrations, etc.
- Apply a variety of word attack skills to identify unknown words and their meanings.

Assessment Tool

Performance Based

Criteria (Proficiency)

Learning Record

Learning Record –Reading Scale 1: Level 5

Running Record

Proficiency level established by publisher

Standardized

Smarter Balanced

Proficiency level set by the State

Publisher Embedded Assessments

Proficiency level established by publisher

Sight Word list

80% success on sight word list (300)

Benchmark Assessments

Mirror proficiency to Smarter Balanced

Fourth Grade:

- Summarize text from a variety of genres.
- Support inferences and validate the author's purpose with explicit examples from the text to determine the theme of texts from various genres.
- Describe and interpret the literary and structural elements of the text citing specific examples.
- Use appropriate academic vocabulary to describe elements in various genres in literature and the arts.

- Make inferences utilizing elements of the text including sentence structure, figurative language, illustrations, etc.
- Apply a variety of word attack skills to identify unknown words and their meanings.
- Compare and contrast stories from diverse cultures and determine the central message, understanding differing viewpoints and patterns.
- Integrate information from a variety of resources on a topic.

Assessment Tool

Performance Based

Learning Record

Running Record

Criteria (Proficiency)

Learning Record –Reading Scale 2: Level 2

Proficiency level established by publisher

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Fifth Grade:

- Quote accurately from a text to support inferences and validate the author's purpose and/or theme including the characters' response to challenges; summarize the text.
- Compare and contrast the literary and structural elements and their purpose.
- Use appropriate academic vocabulary to describe elements in various genres in literature and the arts.
- Analyze the elements of the text including figurative language, illustrations, tone, etc. to determine their significance.
- Apply a variety of word attack skills to identify unknown words and their meanings including figurative language.
- Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- Integrate information from a variety of resources on a topic analyzing differing viewpoints and patterns.
- Explicitly utilize text to explain relationship or interactions.

Assessment Tool

Performance Based

Learning Record

Running Record

Criteria (Proficiency)

Learning Record –Reading Scale 2: Level 3

Proficiency level established by publisher

Standardized	
Smarter Balanced	Proficiency level set by the State
Publisher Embedded Assessments	Proficiency level established by publisher
Benchmark test	Mirror proficiency to Smarter Balanced

Sixth Grade:

- Demonstrate understanding of the theme through a factual summary citing accurately from the text to support inferences.
- Apply a variety of word attack skills to identify and determine the meanings of unknown words and phrases (figurative, connotative, technical) and analyze the impact of word choice on the tone.
- Analyze how the structure, an individual or event is introduced, illustrated, elaborated on, and contributes to theme, plot or setting.
- Compare and contrast the literary and structural elements and their purpose.
- Use appropriate academic vocabulary to describe elements in various genres in literature and the arts.
- Reflect on personal perceptions when acquiring literature through various mediums.
- Analyze the elements of the text including figurative language, illustrations, tone, etc. to determine their significance.
- Integrate information from a variety of resources on a topic analyzing differing viewpoints and patterns, proving or disproving claims.

Assessment Tool	
Performance Based	Criteria (Proficiency)
Learning Record	Learning Record –Reading Scale 2: Level 4
Running Record	Proficiency level established by publisher

Standardized	
Smarter Balanced	Proficiency level set by the State
Publisher Embedded Assessments	Proficiency level established by publisher
Benchmark test	Mirror proficiency to Smarter Balanced

Seventh Grade:

- Demonstrate understanding of the theme through a factual summary citing accurately from multiple sources to support inferences.
- Analyze how the structure, an individual or event is introduced, illustrated, elaborated on, and influences the theme, plot or setting.

- Apply knowledge of content to determine the meanings of unknown words and phrases (figurative, connotative, technical) and analyze the impact of word choice and patterns in a variety of texts.
- Analyze the elements of the text including figurative language, illustrations, tone, etc. to determine their significance.
- Reflect on personal perceptions when acquiring literature through various mediums analyzing the effects of techniques unique to each one.
- Trace and evaluate information from a variety of resources on a topic analyzing differing viewpoints and patterns, assessing validity.
- Use appropriate academic vocabulary to describe elements in various genres in literature and the arts.

Assessment Tool

Performance Based
Learning Record
Running Record

Criteria (Proficiency)

Learning Record –Reading Scale 2: Level 5
Proficiency level established by publisher

Standardized

Smarter Balanced
Publisher Embedded Assessments
Benchmark

Proficiency level set by the State
Proficiency level established by publisher
Mirror proficiency to Smarter Balanced

Eighth Grade:

- Demonstrate understanding of the theme through a factual summary citing evidence that most strongly supports inferences including its relationship to the characters, setting, plot, and/or supporting ideas.
- Analyze how the dialog, an individual or event is introduced, illustrated, elaborated on, and influences the character and/or plot development as well as audience interpretation.
- Apply knowledge of content to determine the meanings of unknown words and phrases (figurative, connotative, technical) and analyze the impact of word choice and patterns on meaning and tone various text.
- Analyze the elements of the text including figurative language, illustrations, tone, point of view, style, etc. to determine their significance.
- Reflect on the extent to which a performance stays true to the written work.
- Delineate and evaluate information from a variety of resources on a topic analyzing differing viewpoints and patterns, determining relevance.
- Use appropriate academic vocabulary to describe elements in various genres in literature and the arts.
- Demonstrate a clear understanding text features and their functions.

Assessment Tool	
Performance Based	Criteria (Proficiency)
Learning Record	Learning Record –Reading Scale 2: Level 5
Running Record	Proficiency level established by publisher

Standardized	
Smarter Balanced	Proficiency level set by the State
Publisher Embedded Assessments	Proficiency level established by publisher
Benchmark	Mirror proficiency to Smarter Balanced

Writing Measure Pupil Outcomes by Grade Level

Transitional Kindergarten:

- Grip writing tools appropriately.
- Perform developmentally appropriate fine motor activities with 80% accuracy (such as stringing beads, molding clay, etc.)
- Hold scissors appropriately and cuts on lines with 80% accuracy.
- Use a combination of drawing and tracing to compose pieces.
- Trace first name.

Assessment Tool	
Performance Based	Criteria (Proficiency)
Learning Record	Learning Record – Writing Scale 1: Level 1
Writing Sample	Proficiency on school-wide writing rubric
Student Cutting Sample	Proficiency according to rubric

Standardized	
Letter Tracing Assessment	80% accuracy

Kindergarten:

- Use a combination of drawing, dictating, and writing to compose a variety of pieces on a single topic.
- Utilize technology and peer feedback in the review process to strengthen writing as needed.
- Collaborate on written work including gathering information.
- Use inconsistent capitalization, punctuation and spelling patterns.

Assessment Tool	
Performance Based	Criteria (Proficiency)
Learning Record	Learning Record – Writing Scale 1: Level 1
Writing Sample	Proficiency on school-wide writing rubric

Standardized	
Letter and sound identification test.	80% of letters and sounds
Words Their Way	Level 3

First Grade:

- Write pieces including a topic statement and supporting evidence.
- Utilize technology and peer feedback with a focus on the topic in the review process to strengthen writing.
- Collaborate on research and writing.
- Use content appropriate vocabulary.
- Use capitalization, punctuation and known spelling patterns.

Assessment Tool	
Performance Based	Criteria (Proficiency)
Learning Record	Learning Record – Writing Scale 1: Level 2
Writing Sample	Proficiency on school-wide writing rubric

Standardized	
Words Their Way	Level 6

Second Grade

- Write pieces including a topic statement, supporting evidence, and conclusions.
- Utilize technology and peer feedback to edit and revise writing pieces.
- Collaborate on research and writing projects.
- Utilize a greater range of content appropriate vocabulary.
- Use varying sentence structure.
- Use capitalization, punctuation and generalized spelling patterns.
- Follow simple grammatical structure.

Assessment Tool	
Performance Based	Criteria (Proficiency)
Learning Record	Learning Record – Writing Scale 1: Level 3
Writing Sample	Proficiency on school-wide writing rubric

Standardized	
Writing Prompt	Proficient according writing rubric
Word Their Way	Level 8

Third Grade

- Write on topic, providing supporting statements, details and conclusion.

- Use a variety of sentence structures including appropriate transitions and dialog.
- Participate in peer review, resulting in improved pieces.
- Utilize technology to improve, enhance and/or distribute written works.
- Acquire and use content appropriate vocabulary accurately.
- Conduct research on topics utilizing various tools to organize information.
- Demonstrate an understanding of parts of speech and their function in sentences.
- Use capitalization, punctuation and conventional spelling patterns.
- Follow grammatical structure.
- Create simple bibliographies.

Assessment Tool

Performance Based

Learning Record

Writing Sample

Student Content Journals

Criteria (Proficiency)

Learning Record – Writing Scale 1: Level 5

Proficiency on school-wide writing rubric

Proficiency according to writing rubric

Standardized

Writing Prompt

Words Their Way

Proficient according writing rubric

Level 10

Fourth Grade

- Write on topic, providing supporting statements, details and conclusion.
- Use a variety of sentence structures including appropriate transitions, dialog, sensory details and figurative language.
- Participate in peer review of multi paragraph texts, resulting in improved pieces.
- Utilize technology to plan, improve, enhance and/or distribute written works.
- Acquire and use content appropriate vocabulary accurately.
- Conduct research on topics utilizing various tools to organize information; take notes, paraphrase, categorize.
- Create annotated bibliographies.
- Demonstrate command of English language conventions.
- Use appropriate capitalization, punctuation and conventional spelling patterns.
- Follow grammatical structure.

Assessment Tool

Performance Based

Learning Record

Criteria (Proficiency)

Learning Record – Writing Scale 2: Level 2

Writing Sample	Proficiency on school-wide writing rubric
Student Content Journals	Proficiency according to writing rubric

Standardized	
Writing Prompt	Proficient according writing rubric
Words Their Way	Level 11

Fifth Grade

- Write on topic, in a logically ordered structure, providing supporting statements, details and conclusion.
- Use a variety of sentence structures including appropriate transitions, dialog, sensory details and figurative language.
- Participate in peer review of multi paragraph texts, resulting in improved pieces.
- Plan, revise, edit, rewrite, enhance or try a new approach to improve pieces.
- Utilize technology to distribute written works.
- Acquire and use content appropriate vocabulary accurately.
- Conduct research on topics utilizing various tools to organize information; take notes, summarize, paraphrase, categorize.
- Create annotated bibliographies.
- Demonstrate command of English language conventions.
- Use appropriate capitalization, punctuation and conventional spelling patterns.
- Follow grammatical structure.

Assessment Tool	
Performance Based	Criteria (Proficiency)
Learning Record	Learning Record – Writing Scale 2: Level 3
Writing Sample	Proficiency on school-wide writing rubric
Student Content Journals	Proficiency according to writing rubric

Standardized	
Writing Prompt	Proficient according writing rubric
Words Their Way	Level 12

Sixth Grade

- Write on topic, in a logically ordered structure, maintaining a formal style while providing a cohesive thesis statement, supporting statements, details and conclusion.
- Use a variety styles and tones with appropriate transitions, dialog, and precise language and vocabulary related to the content.

- Engage in peer review of multi paragraph texts, resulting in improved pieces.
- Plan, revise, edit, rewrite, enhance or try a new approach to improve pieces.
- Utilize technology to distribute written works.
- Acquire and use content appropriate vocabulary accurately.
- Conduct research on topics utilizing various tools to organize information; take notes, summarize, paraphrase, categorize.
- Create annotated bibliographies.
- Demonstrate command of English language conventions.
- Use appropriate capitalization, punctuation and conventional spelling patterns.
- Follow grammatical structure.

Assessment Tool

Performance Based

Learning Record

Writing Sample

Student Content Journals

Criteria (Proficiency)

Learning Record – Writing Scale 2: Level 4

Proficiency on school-wide writing rubric

Proficiency according to writing rubric

Standardized

Writing Prompt

Words Their Way

Proficient according writing rubric

Level 13

Seventh Grade

- Write on topic, in a logically ordered structure, maintaining a formal style while providing a cohesive thesis statement, supporting statements, details and conclusion, considering opposing viewpoints/conflicting research.
- Use more concise language structure with a purpose.
- Engage in peer review of multi paragraph texts, resulting in improved pieces.
- Plan, revise, edit, rewrite, enhance or try a new approach emphasizing how well purpose and audience has been addressed.
- Utilize technology to produce and publish written works.
- Acquire and use content appropriate vocabulary accurately.
- Conduct research using various tools; traces the etymology of words.
- Create annotated bibliographies and utilize standard format of citations.
- Demonstrate command of English language conventions.
- Use appropriate capitalization, punctuation and conventional spelling patterns.
- Follow grammatical structure.

Assessment Tool	Criteria (Proficiency)
Performance Based	Learning Record – Writing Scale 2: Level 5
Learning Record	Proficiency on school-wide writing rubric
Writing Sample	Proficiency according to writing rubric
Student Content Journals	

Standardized	
Writing Prompt	Proficient according writing rubric

Eighth Grade

- Write on topic, in a logically ordered structure, maintaining a formal style while providing a cohesive thesis statement, supporting statements, details and conclusion, distinguish opposing viewpoints/conflicting research.
- Write a variety of career development documents.
- Use more concise language structure with a purpose, including verb tenses to achieve particular effects.
- Engage in peer review of multi paragraph texts, resulting in improved pieces.
- Plan, revise, edit, rewrite, enhance or try a new approach emphasizing how well purpose and audience has been addressed.
- Utilize technology to produce and publish written works, presenting relationships between information and ideas efficiently.
- Acquire and use content appropriate vocabulary accurately.
- Conduct research using various tools; traces the etymology of words.
- Create annotated bibliographies and utilize standard format of citations.
- Demonstrate command of English language conventions.
- Use appropriate capitalization, punctuation and conventional spelling patterns.
- Follow grammatical structure.

Assessment Tool	Criteria (Proficiency)
Performance Based	Learning Record – Writing Scale 2: Level 5
Learning Record	Proficiency on school-wide writing rubric
Writing Sample	Proficiency according to writing rubric
Student Content Journals	

Standardized	
Writing Prompt	Proficient according writing rubric

Mathematics - Measurable Pupil Outcomes by Grade Level

Transitional Kindergarten

- Can accurately rote count to at least 20.
- Continue repeating patterns (using objects, motions, etc.) and represent the same pattern in a variety of ways.
- Describe and compare measurable attributes.
- Compare and sort objects and is able to explain rationale.
- Identify basic shapes and colors.

Assessment Tool

Performance Based

K Readiness Assessment

Criteria (Proficiency)

Proficient according to guidelines

Standardized

Publisher Embedded Assessments

Proficiency level established by publisher

Kindergarten

- Can accurately count at least 30 objects and writes the corresponding numeral.
- Interpret and solve mathematics problems, understanding parts of a whole.
- Create, extend and describe repeating patterns (using objects, motions, etc.) and represent the same pattern in a variety of ways.
- Describe and compare measurable attributes.
- Classify, sort, compare, analyze, and compose shapes and numbers.

Assessment Tool

Performance Based

Criteria (Proficiency)

Standardized

Publisher Embedded Assessments

Proficiency level established by publisher

First Grade

- Can accurately count at least 100 objects and writes the corresponding numeral.
- Interpret and solve mathematics problems, understanding parts of a whole, place value and operation symbols.
- Understand the relationship between mathematical operations and is able to represent understanding in a number sentence.

- Create, extend and describe repeating patterns, represent the same pattern in a variety of ways.
- Describe and compare measurable attributes; uses standard and non-standard forms of measurement iterating length units.
- Describe a two- or three- dimensional object in terms of its geometric attributes so that the object is identifiable by others.
- Pose a simple question, collect data from classmates, and with support, organize, display, and describe the results.
- Understand and utilize measurement of time.

Assessment Tool

Performance Based

Writing About Math (WAM)

Criteria (Proficiency)

Proficiency on grade level rubric

Standardized

Publisher Embedded Assessments

Benchmark test

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Second Grade

- Know most basic facts and use them to solve addition and subtraction problems.
- Use place value and decomposition of two-digit numbers to solve multi-digit addition and subtraction problems.
- Can model simple multiplication and division situations and represent them with number sentences.
- Beginning to recognize the same growing numerical patterns in a variety of situations and to identify simple "rules" to describe the patterns (e.g., 2 more, counting by 5s).
- Identify and classify polygons using simple attributes (e.g., number of straight sides/corners, closed figures, etc.).
- Beginning to accurately estimate and measure by selecting appropriate units and/or measuring tools, and by iterating units (time, money, length, etc.).
- Conduct a simple survey, keeping track of who/what has been counted, organize and display the data in a way that is easy for classmates to interpret.

Assessment Tool

Performance Based

Writing About Math (WAM)

Criteria (Proficiency)

Proficiency on grade level rubric

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Third Grade

- Use place value and decompose numbers flexibly to solve multi-digit arithmetic.
- Understand and use common fractions to represent parts of a whole and of a set.
- Create, extend, and describe numerical patterns that emerge within in standard mathematics operation and verbally identify a "rule" to describe simple patterns.
- Accurately estimate and measure by selecting appropriate units and/or measuring tools, and by iterating units (intervals of time, money, mass, liquid volume, area, etc.).
- Reason with shapes and their attributes, understand geometric concepts and how they relate to mathematical function.
- Pose a simple question, gather data, organize and represent the data in an appropriate way (e.g., table, bar graph), and writes statements about the results.
- Interpret and make valid statements about data in graphs made by others.

Assessment Tool

Performance Based

Writing About Math (WAM)

Criteria (Proficiency)

Proficiency on grade level rubric

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Fourth Grade

- Use place value and decompose numbers flexibly to solve multi-digit arithmetic.
- Use models (e.g., number line) and equivalents to understand, represent, compare, and order common fractions and decimals.
- Identify and describe numerical patterns and simple functions that emerge from a variety of situations and represent them with tables and mathematical expressions.

- Visualize and predict the results of sliding, flipping and turning two-dimensional figures.
- Solve problems involving units of measurement and conversion of measurements from a larger unit to a smaller unit.
- Gather data to answer a question, represent the data on a graph, and makes justifiable conclusions based on the data; plot points on a coordinate grid.
- Beginning to sort and classify geometric shapes into subsets using distinguishing attributes (e.g., right angle, variation of angles, parallel lines, etc.).

Assessment Tool

Performance Based

Writing About Math (WAM)

Criteria (Proficiency)

Proficiency on grade level rubric

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Fifth Grade

- Understand and use the relationships among whole numbers, fractions, decimals, and percentages, to solve multi-digit problems involving rational numbers in a variety of ways (e.g., models, mentally, etc.).
- Set up a coordinate grid, and plot data from a functional relationship to solve real-world and mathematical problems.
- Developing ability to choose appropriate units/tools to measure length, area, and volume and covert like measurements.
- Describe and classify figures using geometric properties and relationships (e.g., congruence, size of angels, etc.).
- Gather, organize, and represent data accurately and appropriately in more than one way.

Assessment Tool

Performance Based

Writing About Math (WAM)

Criteria (Proficiency)

Proficiency on grade level rubric

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Sixth Grade

- Understand ratio concepts and use ratio reasoning to solve problems.
- Extend understanding of the number system to effectively and efficiently solve problems involving computation of rational numbers.
- Solve problems involving computation with fractions, decimals, and percentages.
- Develop mathematic vocabulary.
- Developing understanding of positive and negative numbers and solves simple problems involving integers that arise in common situations and on the number line.
- Write, read and evaluate variables in equations and expressions to represent and solve real world and mathematical problems.
- Represent and analyze quantitative relationships between dependent and independent variables.
- Represent a simple functional relationship in tables, as rules, as equations, and on graphs.
- Beginning to use visualizations and drawings to represent geometric phenomena (e.g., transformations, nets, etc.).
- Choose appropriate units/tools to estimate and measure length, area, surface area and volume.
- Design, conduct, summarize and support the validity of a survey.
- Analyze patterns and deviations with reference to the context in which the data was gathered.

Assessment Tool

Performance Based

Writing About Math (WAM)

Criteria (Proficiency)

Proficiency on grade level rubric

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Seventh Grade

- Analyze proportional relationships to solve a variety of problems (e.g., rates, similarity, probability, scaling).
- Understand and apply knowledge of rational and irrational numbers.
- Understand and use concepts and properties (e.g., closure, associative, distributive) and inverse relationships (e.g., multiplication/division, square/square roots) to generate equivalent expressions.
- Solve problems using numerical and algebraic expressions and equations.

- Represent functional relationships expressed in contexts, models, and/or symbolically in several ways and explain how different situations or models may represent the same function.
- Solve real-life and mathematical problems for area, angle measure, surface area and volume (cylinders, cones, spheres).
- Draw, construct and describe geometric figures and describe the relationship between them.
- Draw inferences about a population(s) using random samplings and/or informal comparisons.
- Investigate chance processes and develop, use and evaluate probability models.

Assessment Tool

Performance Based

Writing About Math (WAM)

Criteria (Proficiency)

Proficiency on grade level rubric

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Eighth Grade

- Understand and apply knowledge of rational and irrational numbers.
- Understand and use concepts and properties of the real number system (e.g., factorization, irrational numbers, etc.).
- Work with radicals and integer exponents.
- Understand, use and apply knowledge of proportional relationships, lines and linear equations to analyze and solve a variety of problems.
- Define, evaluate and compare functions and use them to model relationships between quantities.
- Understand congruence and similarity using multiple representations, including technology, of geometric figures.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- Investigate patterns of association in bivariate data.

Eighth Grade *Algebra

- Understand and apply knowledge of rational and irrational numbers, extend the properties of exponents to rational exponents.
- Reason quantitatively and use units to solve problems

- Interpret the structure of expressions and perform arithmetic operations on polynomials
- Use a variety of strategies to understand, create and solve a variety of mathematics problems and be able to explain the process/strategies utilized and why they were selected.
- Solve equations and inequalities with a variable and represent them graphically
- Understand, use, interpret, build, modify and analyze functions and use function notation
- Construct and compare linear, quadratic, and exponential models and solve problems and interprets expressions in context.

Assessment Tool

Performance Based

Writing About Math (WAM)

Criteria (Proficiency)

Proficiency on grade level rubric

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Data Management and Analysis

As an ongoing process of Staff Development, assessment data will be used in developing lessons, planning interventions and enrichment and implementing the Local Control Accountability Plan to meet yearly growth goals. SASCA-CV will use a Student Information System (SIS) that has the capacity to create a variety of reports on student achievement, including disaggregated data by content standard, student subgroup, grade-level, and classroom. While iO Assessment is currently utilized at RRCSA's other site and likely to be used at SASCA-CV, the organization has the right to change the vendor at its own discretion, to meet the needs of the students and staff. The staff will be trained on how to interpret assessment data and engage in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends.

Data analysis will be connected to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of criterion-referenced data and modify their instructional designs accordingly. In this way, staff will be continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations. At no time, will SASCA-CV become complacent with the

examination of assessment findings. The goal is continuous improvement to achieve the highest possible quality educational program.

SASCA-CV will utilize data analysis software and programs to examine and monitor all student academic progress, specifically, student performance within student groups. Data from state mandated assessments will be used to track subgroup progress. Staff will reference the list of student groups provided by CDE in order to identify all student groups as those may change from time to time. Staff will track and analyze scores of each represented subgroup to ensure growth targets are met each year and the gap between the highest and lowest performing student groups is decreasing.

SASCA-CV will work to close the achievement gap for student groups by determining the student groups which exhibit the greatest differential in performance according to the CAASPP data. Then the following strategies and actions will be taken to decrease any potential achievement gap between student groups: Staff will participate in professional development to enhance instructional practices and methods.

Before and/or after school intervention programs will be utilized to target specific areas of need, specifically, ELA/ Literacy and Mathematics, in alignment with State Standards.

Student progress in title intervention programs will be monitored frequently.

Student remediation or acceleration will occur, as appropriate.

Staff will be trained on Multiple Intelligences and best practices of teaching.

Staff will integrate the Theory of Multiple Intelligences within lessons to address student learning strengths.

Data analysis of subgroup performance will take place upon release of state test score results. The data will be used in creating targeted intervention programs and will assist in determining the needs of each subgroup to improve student academic performance.

Staff will use directed, structured, and research-based instruction such as reading and language computer-based program s for emergent readers and speakers and intensive language acquisition program s, which includes frequent progress monitoring and opportunities for acceleration.

Use and Reporting of Data

SASCA-CV uses data to drive instruction. Teachers and parents use assessment data to monitor each student's progress in meeting expectations, including but not limited to the State Standards. As discussed in the professional development section in Element I, teachers develop the expertise to use data to understand student strengths and challenges. Teacher also develop the skills they need to individualize instruction and overcome these challenges.

SASCA-CV uses Student Information Systems to manage data including but not limited to; attendance, discipline, demographics, course schedules, health records, support services, rosters, assessment data, etc. Sycamore Academy in Wildomar currently uses PowerSchool, iO Assessment, and SchoolAdmin databases. The selection of an appropriate SIS is determined by Administration and the Board with special attention paid to the ability to maintain security of records, data backup, and ongoing enhancement to improve services.

To assist and promote students in achieving high standards, goals will be established for each child in the areas specific to the child's individual needs. As discussed previously, S.C.O.R.E. goals will be established in the Fall. Encouragement and continued guidance will be the primary responsibilities of the teachers and parents. An Action Service Plan will be developed by teachers, students and parents for students identified as at-risk. Students identified as at-risk will be assessed and monitored more frequently, based on their particular needs. Progress reports will be distributed midway through each trimester to those students who are not making sufficient progress on grade level standards.

All parents are provided with opportunities to participate in training on school policies and procedures utilizing the Sycamore Academy Handbook, Board Policies, and current research and legislation at one or more P.I.E. night(s). Additionally, parents may be instructed on how to access the SASCA-CV and California Department of Education websites and well as the Parent Portal to the SIS to understand the assessment data and to help their child succeed in meeting the State Standards.

Student progress towards skill mastery is documented three (3) times annually in standards-based report cards. Parents have online access to student grades and attendance throughout the year and can be provided with a printed copy of the report card. A parent conference is held by the eighth week during the first trimester. Additional conferences are held on an as-needed basis according to PowerLab level, parent/teacher request or other identified need. Teachers share students' academic, social, and emotional progress with parents. Additionally, results from the

Multiple Intelligences survey are given to each child at the beginning of the school year, are explained to parents to assist their children in retaining information and thereby reaching their maximum academic potential. Students participate in conferences, along with their parents, to reinforce student responsibility for their own learning.

As a Professional Learning Community (PLC), the main focus of our school is student learning. SASCA-CV will use PLCs to analyze, compile and organize data, review the school's instructional programs, and evaluate each individual student's progress toward grade level standards mastery. Grade level teams will meet frequently for this purpose. Each team will develop an action plan to address specific grade level needs, as well as individual student needs made evident by the results of the assessment data. A more detailed plan of instruction will be developed for those students who are identified as at-risk of not meeting state standards in core content areas. The staff will use an online record system to facilitate data collection and analysis of our instructional program as it relates to meeting the State Standards.

Staff articulation between grade levels and content areas occurs on a regular basis. Working in this manner allows the SASCA-CV team to address the areas of identified need more effectively so that an ever-increasing number of students master grade level content. This accelerates closing the achievement gap found with economically disadvantaged children, English Learners, and other student groups. This information is kept current in the school's student information system.

School Accountability Report Card

The School Accountability Report Card (SARC) is updated annually and will be made available on the school's website prior to the State mandated deadline. An annual performance report will be submitted to the state based upon the data compiled and developed by SASCA-CV's administration. The report will include, but is not limited to, data on:

- Level of parent involvement
- Demographic data of student population
- Teacher and staff demographics and qualifications
- Class sizes courses offered
- State assessment results
- Health and safety areas
- Governance
- Materials and Supplies available to students

SASCA-CV will utilize the template provided by the State and will complete the SARC prior to the state deadline.

Local Control and Accountability Plan

The annual update to the LCAP will be produced and submitted to the Authorizing Agency and County in accordance with Education Code Sections 47606.5 and 47604.33.

Benchmarks to be Met

The achievement of Sycamore Academy-CV is measured is both growth and absolute measures and is compared to the achievement of selected local schools that have similar demographic characteristics. In gauging the success of SASCA-CV during the renewal term, the analysis of its academic performance will include a comparison of the academic achievement of Sycamore Academy-CV's students to the academic achievement of two sets of comparison local schools:

1. The residence schools Sycamore Academy-CV students would have otherwise attended ("Resident Schools"); and
2. Local schools of similar demographic characteristics ("Demographically Similar Schools").

"Resident Schools" are selected by using Sycamore Academy-CV students' home addresses to identify the local schools they otherwise would have attended. The local schools most represented at SASCA-CV are chosen as comparison "resident schools."

"Demographically Similar Schools" are those schools with like demographic statistics to that of SASCA-CV. When considering "likeness," the following demographic information may be considered:

- socio-economic status,
- race and ethnicity,
- English Language learner population,
- Special Education population, and
- any unduplicated classification.

This is not to be considered a complete list and the factors may change as the population of the school may change.

ELEMENT 4: GOVERNANCE

"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 §47605(c)(5)(D).

Description of Organization

SASCA-CV will be a direct-funded autonomous charter school operated by the Ronald Reagan Charter School Alliance, a California nonprofit Public Benefit Corporation pursuant to California Ed. Code section 47605(a). The Charter School will operate autonomously from the Authorizing Agency. Members of the Governing Board comply with applicable ethics and Conflict of Interest standards set forth in the California Corporations Code for nonprofit corporations, as well as the requirements of Govt. Code §1090 and the California Political Reform Act.

Pursuant to California Education Code Section 47604(c), the Authorizing Agency is not liable for the debts and obligations of SASCA-CV, operated by Ronald Reagan Charter School Alliance, a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by SASCA-CV as long as the Authorizer has complied with all oversight responsibilities required by law. (Ed. Code §47604(c)).

The Authorizing Agency shall be entitled to a single representative on the board of Trustees of RRCSA pursuant to Ed. Code section 47604(b).

Governance Structure

Sycamore Academy-CV is operated by the Ronald Reagan Charter School Alliance ("RRCSA"), a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Part 2 (commencing with Section 5110) of Division 2 of Title 1) of the Corporations Code). (Ed. Code section 47604(a)). Minutes from a properly noticed meeting of the RRCSA governing board authorizing the submission of this petition are attached. RRCSA is in good standing with the California Secretary of State. A copy of the RRCSA Bylaws are attached. A copy of the RRCSA Articles of Incorporation and Tax-Exempt Determination are attached.

Pursuant to Ed. Code §47604(a), a single non-profit public benefit corporation may operate more than one charter school.¹

Board of Trustees

The governing body for SASCA-CV is the Ronald Reagan Charter School Alliance board of Trustees (the "Board"). Currently, there are five (5) voting members of the Board of Trustees. RRCSA reserves the right to expand the number of seats on the Board of Trustees at its sole discretion at any time in the future in compliance with the organization's Bylaws, which currently allow up to nine (9) members.

Desired areas of expertise to fulfill the mission and vision of the schools among the board members include: education management and instruction, real estate and construction, public relations and marketing, business, grant writing, school development, legal services, accounting and school finance, nonprofit community development and nonprofit compliance.

Process for Selecting Board Members

Each Board Member will hold office unless otherwise removed from office in accordance with the current Bylaws for two (2) years and until a successor member has been designated and qualified. Members may serve any number of consecutive terms.

Potential Board Members are selected by the School Site Council (SSC) of each school. Upon notice of an opening, the Governing Board will meet and discuss the areas of expertise needed on the board during a general session of the Board. The Board shall receive public comments regarding the selection. The SSC of each school will compile a slate of candidates from which the Governing Board will select its new member(s) during a general meeting.

Two parent members are permitted on the Governing Board at one time.

¹ The Petitioners note that another charter school, the Sycamore Academy of Sciences and Cultural Arts, issued charter school revenue bonds through the California Municipal Finance Authority (CMFA) for the purpose of acquiring and building a charter school facility in Wildomar, California. Pursuant to the Lease and Loan Agreements for this bond transaction, the Sycamore Academy of Sciences and Cultural Arts is solely responsible for lease payments and debt service on this bond. SASCA-CV is not and cannot be liable for any of these lease or debt service payments pursuant to this bond transaction.

An organizational meeting is held annually. The Officers of the Corporation include a President, Secretary and Treasurer. The Board may also choose to elect a Vice President according to its Bylaws.

Meetings

Sycamore Academy-CV's Governing Board will conduct all Board meetings in accordance with the Ralph M. Brown Act as set forth in California Government Code section 54950 et seq.

The Governing Board will meet at least 9 times throughout the year for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. A calendar of regularly scheduled meetings is adopted each year pursuant to the requirements of the Brown Act and Corporations Code. (Govt. Code §54954(a) states "[e]ach legislative body of a local agency . . . shall provide, by ordinance, resolution, bylaws, or by whatever other rule is required for the conduct of business by that body, the time and place for holding regular meetings.") These meetings are held at a time, date, and place properly noticed by the Governing Board in accordance with the Brown Act. The charter school pledges that meetings not held within district boundaries will have an agenda posted within the district and a facility equipped to allow parent access in district boundaries by video conference. Staff at each site will facilitate public participation at each of the sites by making parents aware of the meeting calendar and encouraging attendance and participation at the board meetings. Agendas are posted on the school's website per the requirements of the Brown Act.

Members of the Board of Trustees may participate in teleconference meetings so long as all of the requirements in the Brown Act are complied with in accordance with the bylaws.

The Decision-Making Process

SASCA's decision-making process, in which all school stakeholders are represented, is designed to:

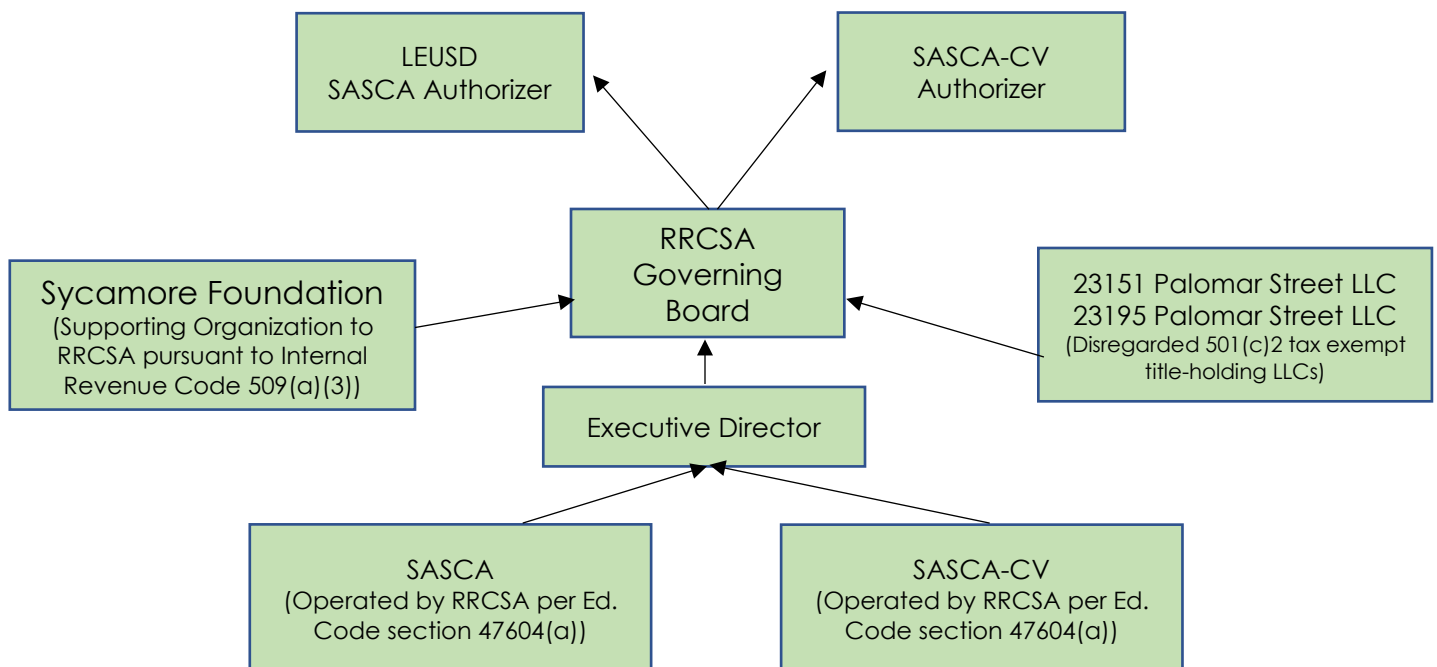
- Support the school's mission and vision.
- Ensure that all decisions made regarding policy and practices are focused to achieve the educational student outcomes outlined in the petition;
- Involve all staff members in educational program development;
- Include parents, community members, and all school personnel as active partners; and
- Guarantee that all stakeholders model a collaborative school culture.

The model of decision-making is democratic in nature. The Governing Board reviews the academic program and provides support in achieving short-term and long-term goals set by the school.

A current Organizational Chart for Sycamore Academy-CV is outlined below.

Organizational Chart

The chart below shows all entities involved in the oversight and operations of or related to the charter school.



Ed. Code section 47604(a) allows a single, non-profit public benefit corporation to operate more than one charter school. Ed. Code §47604(a) places no limitation on the number of charter schools that can be operated by a single, non-profit public benefit corporation. All the charter schools operated by RRCSA are subject to the same conflict of interest laws, regulations and assurances as are stated in this petition. RRCSA itself adheres to these same exact conflict of interest laws, regulations and assurances. In addition, RRCSA and all the charter schools it operates comply with the California Public Records Act and must, in any event, respond to any reasonable inquiry pursuant to Ed. Code section 47604.3. Finally, the Sycamore

Foundation operates according to these same conflict of interest laws, regulations and assurances as stated herein, complies with the California Public Records Act and will respond to all reasonable inquiries made pursuant to Ed. Code §47604.3.

Pursuant to Ed. Code §47605(b)(5)(I) and the requirements of Ed. Code §41020, each separate charter school operated by RRCSA must be audited separately. Charter schools operated by RRCSA do not commingle funds and the independent audit of each separate charter school ensures this fact. Each charter school operated by RRCSA is a separate local educational agency and thus does not and cannot obligate itself for the debts or obligations of another LEA without that other LEA's express consent, which no separate LEA operated by RRCSA may provide to another LEA operated by RRCSA.

Staffing Organizational Chart

SASCA-CV is operated by a non-profit, public corporation, the Ronald Reagan Charter School Alliance ("RRCSA"), pursuant to Ed. Code section 47604(a). Accounting and audits for each school so operated by RRCSA is kept separate, including the keeping of separate bank accounts and accounting and payroll systems. No funds are commingled between school so operated, nor can they be according to the internal controls in place. The following administrative personnel are paid according to a pro rata shared services agreement by and between each school and RRCSA: Executive Director, Director of Curriculum, Instruction and Assessment, Director of Operations, Director of Student Services. The pro rata agreement saves each school significant monies. All school employees are paid by the school which employs them.

The Role of The Sycamore Foundation

SASCA schools are operated by a non-profit, public corporation, the Ronald Reagan Charter School Alliance ("RRCSA"), pursuant to Ed. Code section 47604(a). The Sycamore Foundation is a Type I supporting charitable organization, organized pursuant to IRC 509(a)(3). The role, function and funding and operations of the Foundation are clearly governed by IRC 501(c)(3) and 509(a)(3). As a charitable supporting organization, the Foundation may conduct fundraisers and seek charitable solicitations that may only be used to benefit the students and staff of a public charter school operated by RRCSA. This relationship is governed exclusively by Federal law. The Foundation does not and cannot "charge" the School for fundraising or charitable solicitations it seeks on behalf of the School. The work of the Foundation must be entirely self-funded.

SASCA-CV is not liable for any debts or obligations of the Sycamore Foundation.

The Foundation must file its own State and Federal (Form 990) tax returns.

Charter schools form foundations like the Sycamore Foundation to perform fundraising on behalf of the charter school. The Internal Revenue Code prefers this approach to fundraising. Even though the tax-exempt designation reserved for charter schools classifies them as “charitable” organizations, a charter school corporation like RRCSA is not formed to fundraise; rather, a charter school corporation is formed exclusively to operate public charter schools.

The Internal Revenue Code allows charter school corporations to create a Type I supporting organization under IRC 501(c)(3), IRC 170 and IRC 509(a)(3). A supporting organization must be controlled by the charter school board (in this case, the RRCSA Board), and the Sycamore Foundation’s sole purpose is to act as a fundraising organization that supports schools operated by the Ronald Reagan Charter School Alliance. A supporting organization like the Sycamore Foundation will never use public funds to operate and RRCSA would be prohibited by law from transferring any public funds to the Sycamore Foundation without the authorization of the Attorney General.

Roles and Responsibilities for the Governing Board

The qualifications for being a member of the Governing Board includes the following:

- The ability to attend board meetings.
- A willingness to actively support and promote the mission and vision of the Sycamore Schools.
- Have knowledge of constructivist theory and practices.
- Have a thorough knowledge of the charter petition.
- Have knowledge about roles and responsibilities of being a governing board member.

The Governing Board contracts with companies that can provide expertise in areas in which the members of the Board may be unfamiliar (attorneys, accountants, etc.). The Governing Board, can at its discretion, contract with a company or employ in house experts.

The following list includes some of the roles and responsibilities of Governing Board members:

- Review and evaluate progress toward fulfilling the mission and vision of the School.
- Hire, evaluate, and, if necessary, remove Executive Director.
- Conduct, manage and control the affairs and activities of the corporation.
- Adopt, make and use a corporate seal.

- Borrow money and incur indebtedness.
- Carry on a business and apply revenues.
- Act as trustees under any trust of the corporation.
- Acquire by purchase, exchange, lease, gift, devise, bequest, etc. any real or personal property.
- Assume any obligations and contracts.
- Carry out such other duties as are described in the Charter and as approved by the chartering authority and the Charter Schools Act of 1992. Further details are included in the bylaws.
- The duties of the President include:
 - Presides at the Board's meetings; and
 - Exercises and performs such other powers and duties as the Governing Board may assign from time to time.
- The duties of the Vice-President, if appointed, include:
 - Fulfills the duties of the Chairman in the Chairman's absence.
- The duties of the Treasurer include:
 - Oversees or causes to oversee all books, records of accounts, and business transactions;
 - Oversees all deposits and disbursements of money and valuables;
 - Responsible for contracting with an independent auditor;
 - Oversees the formation and function of annual audit committee findings and reporting; and
 - Serves as a liaison to the Authorizer on issues related to fiscal matters.
- The duties of the Secretary include:
 - Keeps or causes to be kept, at the corporation's principal office or such other place as the Board of Trustees may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board (the minutes of meetings will include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the trustees present at Board of Trustees and committee meetings);
 - Keeps or causes to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date;
 - Gives, or causes to be given, notice of all meetings of the Board and of committees of the Board of Trustees that these Bylaws require to be given;
 - Keeps the corporate seal, if any, in safe custody and will have such other powers and perform such other duties as the Board of Trustees or the Bylaws may require; and
 - Implements Brown Act training and serves as a liaison to the Authorizing Agency on issues related to policy and records.

The overall duties of the members of the Governing Board include, but are not limited to:

- Promotes and guides the mission and vision of the school;
- Hires and evaluates the Executive Director;
- Receives reports directly from the Executive Director of the total operation of school including, but not limited to, budget, curriculum, activities, student achievement data, evaluation of Principal, and renewal of staff contracts;
- Ratifies contracts of employees after recommendation by the Executive Director;
- Acts as a fiscal agent, which includes the receipt of funds for operations;
- Develops, reviews, or revises performance measures, including school goals;
- Reviews the school master calendar and schedule of Board meetings;
- Develops Governing Board policies and procedures;
- Participates in the dispute resolution, when necessary;
- Ratifies charter amendments;
- Approves annual fiscal audit and performance report;
- Ratifies personnel discipline decisions (suspensions or expulsions), as needed; and
- Ratifies compensation plans and stipend schedules.

To ensure the school's ongoing success, the Governing Board provides external accountability, internal oversight and leadership.

Right to Board Member Position by Authorizing Agency

SASCA recognizes the governing board of an agency that grants a charter for the establishment of a charter school formed and organized pursuant to Education Code section 47604(b) shall be entitled to a single representative on the Governing Board of Trustees of the nonprofit public benefit corporation. The Authorizer, at its discretion, shall appoint the Authorizer's representative. The Authorizer's representative shall serve solely at the Authorizer's discretion and shall have no limit on the number of consecutive or total terms he/she may serve, but it will be within the Authorizer's discretion whether or not to appoint such a representative at any time. No restrictions on the appointment, qualifications, service or terms for removal of other members of the Governing Board shall apply to any Authorizer's appointee pursuant to Education Code section 47604(b) and such appointee shall serve at the pleasure of and be removed only by the action of the Governing Board of the Authorizing Agency or designee.

Duties of the Executive Director

In addition to the roles and responsibilities designated in the bylaws, the Executive Director must:

- Have a master's degree from an accredited college/university.
- Have a valid California administrative credential.
- Demonstrate his/her ability as the lead learner.
- Have knowledge of the students and their families, including their background and aspirations.
- Have knowledge of the local community in which the students and their families live and work. Since one of our concerns is to connect school learning with the world outside school, it is vital that the director have a growing understanding of the community to assist students and staff in making these connections.
- Have knowledge, understanding and experience in constructivist education.
- Promote a collaborative team culture among all staff with the focus of accomplishing the mission and vision of the School.
- Serve as the educational leader of the schools by initiating proposals, expanding opportunities for the schools to accomplish the goals and the standards, and inspiring others to work towards high standards.
- Conduct and organize yearly program evaluation by managing the process of analyzing assessment data to improve student achievement in meeting the standards and the school goals and measurable outcomes.
- Assist in the development and implementation of Board policies.
- Support all staff by encouraging and providing opportunities for their professional development.
- Be responsible for the supervision and evaluation of all assigned staff.
- Ensure that the School is fiscally sound and stable.
- Ensure timely reporting to the charter authorizer of necessary reports and documents as specified in the charter, as otherwise required by law or regulation, or as requested by the Authorizer.
- Prepare and submit Proposition 39 facility request annually, if needed.
- Prepare and conduct charter renewals in collaboration with SSC.

Parent Involvement

Educational leaders have long recognized the value of parental involvement in the educational process, and the link between parental engagement and individual student achievement. The following committees shall provide parents opportunities for input on school-wide operations and school involvement activities:

It is clearly understood that families of English Language Learners, low socioeconomic status, and other “at risk” groups often feel unwelcome or intimidated about participating in their child’s education. Parent Information Exchanges (P.I.E.) are specifically designed to target the engagement with these families by providing information and resources specific to their needs, making free childcare available during the events, assisting with carpools, providing a translator and translated documents, providing notice and invitation through alternative means.

RRCSA Bylaws provide that “[n]o more than two (2) members of the Board may be parents or guardians of children who attend Sycamore Academy of Science and Cultural Arts or any other charter school that the Corporation operates.” As is clear from the description of parent involvement in this petition, SASCA-CV has effective processes in place to ensure robust parent involvement according to the requirements of Ed. Code, §47605(b)(5)(D). Parent involvement and governance are two different things, however, and it is important for a non-profit to encourage the involvement of community members and persons with significant financial and business experience. At all times, the RRCSA Governing Board will strive to ensure that each parent representative on the Board is a parent of a child at both SASCA and SASCA-CV.

Parent involvement is also facilitated by the School Site Council, ELAC, the Sycamore Foundation, WATCH D.O.G.S. and MOM Squad.

Pursuant to Ed. Code section 47605(n), the charter school may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

School Site Council

The SASCA School Site Council is established to further the involvement of parents and guardians and student caregivers in their children's educational program as a parent /faculty advisory board. This committee is made up of ten (10) members: one (1) administrator, three (3) teachers, one non-certificated staff member, and five (5) parents/guardians/caregivers (including one from each of the following parent groups: English Language Learners, GATE, and Special Education). The responsibilities of this committee include:

- Develop and honor a Full Value Contract that provides structure within which expectations for group operations are established and members are held accountable.
- Collaborate with stakeholders and provide input on significant issues affecting the learning community (i.e. school-wide needs assessment, LCAP, Safe School Plan, WASC, etc.);
- Develop a slate of candidates for open positions on the Ronald Reagan Charter School Alliance as needed.
- Establish and maintain partnerships with the community; and
- Provide support to faculty and staff in communicating requirements, needs, programs and events.

The School Site Council shall be elected by their peers for a term of two years.

English Learner Advisory Committee (ELAC)

Sycamore Academy-CV ELAC advisory committee is comprised of 4 to 8 parents/guardians/caregivers, Principal or designee, and one faculty member. ELAC representatives are elected by nomination and electronic ballot for a term of one school year.

The responsibilities of the English Language Advisory Committee are as follow:

- Develop and honor a Full Value Contract that provides structure within which expectations for group operations are established and members are held accountable.
- Collaborate with stakeholders and provide input on significant issues affecting the learning community (i.e. school-wide needs assessment, LCAP, Safe School Plan, WASC accreditation, etc.).
- Formulate initiatives to support English Language Learners.
- Develop and facilitate a plan to increase parent involvement for English Language students.
- Solicit and encourage community participation.
- Provide input to School Site Council on the most effective ways to support full participation of English Language Learners in all school activities.

Sycamore Foundation (Parent/Staff Organization)

The Sycamore Academy of Science and Cultural Arts Foundation, Inc. is a non-profit, public benefit, tax-exempt supporting organization to the Ronald Reagan Charter School Alliance. The Sycamore Foundation will play an essential role in supporting SASCA. Each parent / guardian and staff person may participate but participation

in the activities of the Foundation is not mandatory. The purpose of the organization is to assist the administration and staff in obtaining necessary instructional equipment and materials to further the education of the students. The focus of the Foundation is to support the philosophy and culture of SASCA through parent and faculty education programs, workshops, events and activities. Some of the activities and programs may include Emergency Plan materials and supplies, fundraising, family fun nights, Showcases, P.I.E., and many student body events.

The Foundation recognizes the importance of school choice advocacy at local, state, and national levels. They support awareness activities for stakeholders through participation in annual events, for example, National Charter Schools Week, and National School Choice Week, Advocacy Day, etc.

The spirit of cooperation between parents, staff, and students allows SASCA to have a Foundation whose members volunteer in a variety of areas. In addition to the activities mentioned above, they will also support student field trips, awards, supplemental instructional materials, and school enhancements.

WATCH D.O.G.S. (Dads of Great Students)

WATCH D.O.G.S. is one of the nation's largest and most respected school-based, family, and community engagement, organizations in the country. More than six thousand school nationwide have launched a WATCH D.O.G.S. program. Each school year well over one hundred fathers and father-figures make a positive impact on our students by volunteering through this program. Sycamore WATCH D.O.G.S. assist with student supervision alongside staff during recess, lunch, before and after school, aid with traffic on campus during drop-off and pick-up, patrol the campus in search of any safety concerns, participate in classrooms at the direction of teachers, volunteer for activities and events at the school and host a number of events for students and families. They also organize activities outside of the school day with and without students to provide opportunities for members to build relationships with one another. Participation is completely voluntary and while the majority of the participants are male, membership is not limited and no parent/guardian or family member is excluded unless there are court documents dictating such action.

MOM SQUAD

MOM SQUAD was established as a “partner organization” to the WATCH D.O.G.S. and generally models the same format. The membership is open to all while the majority of the members are mothers, grandmothers, aunts, and female guardians of Sycamore students. MOM SQUAD hosts a number of events and activities for the students and families, supports lesson preparations for teachers, participates in classrooms under the direction of the teachers, and organizes events outside of the school day with and without students in order to allow members the opportunity to build relationships with one another. Participation is completely voluntary and while the majority of the participants are female, membership is not limited and no parent/guardian or family member is excluded unless there are court documents dictating such action.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school" Education Code § 47605(c)(5)(E).

Code of Professionalism

SASCA-CV staff members are a dedicated group of professionals who believe that education is a "vocation" and "not a job." They are bound by a common philosophy and belief that all children are gifted and can learn. Staff members at SASCA-CV are actively committed to working together and ensuring that the mission and vision are upheld. The staff is proactive in the planning, implementation, and evaluation of the instructional program and school operation. They will be accountable for students' academic and social growth and fulfill all required duties and responsibilities.

SASCA-CV will not discriminate against any staff member on the basis of affiliations, political or religious acts or opinions, race, national origin, ancestry, gender, gender identity, marital status, physical disability, mental disability, medical condition, or age.

The following Code of Ethics applies to all staff members of SASCA-CV, full or part-time.

Code of Ethics - Preamble

All members of Sycamore Academy-CV believe in and support the mission statement, which is:

The mission of the Sycamore Academy-CV is to prepare a diverse TK-8 student population for secondary education, college, careers and global citizenship by providing each child with the knowledge, critical skills, and fundamental dispositions to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st century every child must construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, value differences, and reflect consistently on his or her growth as a learner.

All staff believes the freedom to learn and to teach, with a guarantee of equal educational opportunity for all, is essential to fulfilling the school's mission. All staff recognizes and accepts the responsibility to educate every student according to the highest ethical standards.

All staff understands the magnitude of the responsibility in the field of education. They engage individually and collectively to hold each other accountable in accordance with the provisions of the Code of Ethics.

All staff holds the core belief that education is the single most important profession and feels it is essential that all staff approach their work every day with a positive and enthusiastic frame of mind. SASCA-CV students deserve the best we have to offer—our talents, knowledge, and skill—to nurture democratic citizenship and inspire students to become the future world leaders in all occupations. In addition, we believe that education is the profession with the highest expectations and that the only acceptable standard for the education of our youth is the standard of greatness.

All staff realize the challenges we all face in society today; yet, the expectation is that the family of every single young person who walks through SASCA-CV holds these same values and high expectations for their child(ren). We support parents in their quest for excellence in the cognitive and affective domains for their child(ren).

Principle I. Commitment to the Students

All members work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling this commitment, all members will:

- Encourage students to independent action in the pursuit of learning and provide access to varying points of view.
- Prepare the subject matter carefully, present it to the students without distortion and, within the limits of time and curriculum, give all points of view a fair hearing.
- Protect the health and safety of students.
- Honor the integrity of students and influence them through constructive criticism rather than by ridicule, harassment, intimidation, or placing students and their parents in the middle of adult issues and/or needs.
- Provide for participation in educational programs without regard to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition hate crimes set forth in Penal Code section 422.55 or association with persons with such characteristics, both in what is taught and how it is taught.
- Neither solicit nor involve students or their parents in schemes for commercial gain, thereby insuring that professional relationships with students shall not be used for private advantage.

Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

Principle II. Commitment to the Public

All members believe that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. All members share with all other citizens the responsibility for the development of sound public policy and assume full political and citizenship responsibilities. All members bear particular responsibility for the development of policy relating to the extension of educational opportunities for all, and for interpretation of educational programs and policies to the public. In fulfilling these goals, all members:

- Have an obligation to support education and the Sycamore Academy-CV and not to misrepresent them in public discussion. When being critical in public, all members have an obligation not to distort the facts. When speaking or writing about policies, all members must take adequate precautions to distinguish members' private views from the official position of the Sycamore Academy-CV.
- Do not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
- Ensure that institutional privileges shall not be used for private gain. Do not exploit pupils, their parents, colleagues, nor the school system itself for private advantage. Do not accept gifts or favors that might impair professional judgment nor offer any favor, service, or thing of value to obtain special advantage.

Principle III. Commitment to the Profession

All members believe that the quality of their services directly influences the nation and its citizens. All members therefore exert every effort to raise standards, to improve service, to promote a climate in which the exercise of sound personal and professional judgment is encouraged, and to achieve conditions that attract persons worthy of trust to careers in education. In fulfilling these goals, all members:

- Accord just and equitable treatment to all members in the exercise of their rights and responsibilities.
- Do not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
- Do not use profanity, sarcasm, threats, or direct hostility towards other members.
- Do not misrepresent one's own professional qualifications.
- Do not misrepresent the professional qualifications of their colleagues; discuss these qualifications fairly and accurately when discussion serves professional purposes.
- Use honest and effective methods of administering educational responsibilities; conduct professional business through proper channels; use time granted for its intended purposes.

- Do not misrepresent conditions of employment; live up to the letter and spirit of contracts.

Administrators have the responsibility to enforce the Code after checking the validity of any allegation and providing opportunities for representation.

Consequences of the Violation of the Code of Ethics

Consequences depend on the severity of the misconduct as determined by the Executive Director. Consequences include:

- Issuance of notice of unsatisfactory act, which remains in the personnel file.
- Suspension without pay (number of days depends on severity).
- Termination.

In the event of violation by the Executive Director, the Governing Board will determine the consequences.

Employee Code of Conduct

SASCA-CV shall develop and provide a written employee code of conduct concerning employee-pupil interaction to parents/guardians each July 1 and will post the code on the school's web site.

Assurances for Teachers

SASCA-CV will comply with Education Code § 47605(1), which states:

Teachers in charter schools are required to 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. These documents are maintained on file at the charter school and are subject to periodic inspection by chartering authority. It is the intent of the legislature that charter schools be given flexibility with regard to non-core, non-college courses.

SASCA-CV teachers will conform to the legal requirement that all charter school teachers who teach core content will hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (Education Code Section 47605(1)). Most teachers will hold multiple subject credentials, but SASCA-CV reserves the right to hire single subject credentialed teachers. Transitional kindergarten teachers shall meet the credentialing requirements pursuant to Education Code Section 48000(g).

SASCA-CV will maintain current copies of all teacher credentials, which are made readily available for inspection and will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.

SASCA-CV will not discriminate against any staff member on the basis of affiliations, political or religious acts or opinions, race, national origin, ancestry, gender, gender identity, marital status, physical disability, mental disability, medical condition or age. Individual contracts will address, among other issues: employment terms and conditions, duties, term and work schedule, compensation, employee benefits, performance evaluation, and child abuse and neglect reporting. The employee is given a job description of the position hired, work calendar, and a copy of Notice to Employee Labor Code 2810.5. SASCA-CV is a school of choice and no employee is forced to work at SASCA-CV.

Hiring Assumptions

The state, federal, and local revenues received by SASCA-CV are used to pay for the costs of staff members, with precise allocations to be determined based on current budget conditions at the time of each budget submittal.

Employee Titles

.25 FTE Executive Director
.5 FTE Director of Curriculum, Instruction and Assessment
.25 FTE Director of Student Services
12 FTE teachers for grades TK-6
2.5 FTE non-certificated office staff;
4.125 FTE non-certificated support staff and
1 FTE custodial staff
1 FTE Education Specialists

The Executive Director may adjust this hiring plan based on the needs of the school, enrollment numbers, and other factors.

Special Education staff needs are determined by the needs of the student population.

Employees will receive compensation depending upon experience, job responsibilities, and contingent on the charter school's budget. All full-time staff are eligible for health benefits package. The Executive Director may submit to the RRCSA Board for approval, amendments to specific personnel policies, including job descriptions, calendar, work day/school year, and procedures for disputes. These

changes occur within the normal day to day operations and do not constitute a material revision of this charter.

Employee Qualifications

Sycamore Academy-CV will not discriminate against any employee on the basis of race, color, creed, age, sex, religion, national origin, disability, sexual orientation, or marital/partnership status. SASCA-CV is nonsectarian in its programs, admission policies, employment practices, and all other operations.

To be employed by Sycamore Academy-CV, the charter requires the following conditions to be satisfied:

- All employees must fulfill California Education Code Section 44237, which requires fingerprints to be obtained on each new employee in order to obtain a criminal record summary from the Department of Justice. The employee is responsible to pay for the fingerprinting costs.
- All employees who are child-care custodians, medical practitioners or non-medical practitioners, as defined by Penal Code, are to report known or suspected instances of child abuse. Prior to employment, each person in the above position shall sign a statement, on a form provided to him/her by his/her employer, to the effect that he/she has knowledge of the provisions of the Child Abuse and Neglect Reporting Act (Penal Code Section 11166 et seq.) and will comply with those provisions. The Executive Director shall ensure that the provisions of this policy are carried out in accordance with the law.
- SASCA-CV employees shall be notified of the requirements regarding AB490 Ensuring Educational Rights and Stability for Foster youth (Steinberg), Chapter 862, statutes of 2003, and sign a statement of such notification.
- All employees must complete the "I-9" form to verify that they have the legal right to work in the United States.
- All employees must have a social security card.
- All employees, volunteers, and students must provide the results of a TB test as required by current state law applicable to non-charter public schools in California and renew their TB verification every four years.
- Employees in a teaching capacity must have and maintain the appropriate credential requirements for the position held. This includes, but is not limited to, multiple subject, single subject, or added authorizations such as those for Transitional Kindergarten.
 - By August 1, 2020, TK teachers must have one of the following:
 - At least 24 units in early childhood education, or childhood development, or both.

- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- A child development permit issued by the CTC

Job Descriptions

Job descriptions for the school's key positions are approved by the Governing board prior to filling the position. Job descriptions may be edited from time to time as needs are assessed and in order to maximize the effectiveness and efficiency of our program and systems. Job descriptions will include the employee title responsibilities and qualifications including and required certifications and experience.

Job Descriptions for all key positions are included as an Appendix to this petition.

Process for Staff Recruitment and Selection

The Executive Director will coordinate the employment procedures, which may include, but are not limited to, the following:

- Assure equal opportunities and open process;
- Announce openings (use of EDJOIN, other recruitment sites/agencies, and website postings);
- Develop interview procedures and questions
- Establish an ad hoc personnel committee to:
 - Recruit applicants through various means (university contacts, job fairs, etc.);
 - Review resumes, copies of credentials, and letters of reference;
 - Verify previous employment and references;
 - Review candidates' application portfolios;
 - Interview candidates;
 - Make recommendations to the Executive Director
- Executive Director may conduct a formal interview with the prospective candidate;
- The Executive Director has the ultimate responsibility for recommending the hiring of teachers and support staff to the Board of Trustees;
- The Board of Trustees ratifies contracts of employees after recommendation by the Executive Director; and
- Prior to the first day of work for any potential employee, SASCA-CV performs all required background checks according to existing California State law (verify teaching credential, employment documents, medical clearance (TB),

finger printing and criminal record clearance, legal status, certification of adherence to mandated reporting (child abuse) requirement and drug-free environment requirement).

Professional Learning

“Fundamental shifts in thinking about professional learning involve moving from professional development to professional learning, focus on students, attending to requisite knowledge and skills, engaging in systematic inquiry into the effectiveness of practice, being explicitly about underpinning theories of professionalism and engaging everyone in the system in learning.”(Timperly, 2011)

Professional Learning will always focus on student learning. Students are the reason for teachers to engage in learning and developing their practice therefore, professional learning requires two goals. The first goal must be identified through student data, the student learning that the faculty intends to improve. The second goal must be identified through research-based, collaborative, collegiate discussions about weakness in practice that must be remedied.

The following are the guidelines for selection of professional learning:

- Must align to the mission and vision of Sycamore Academy-CV
- Must align to the needs of the students as demonstrated by student assessments including specifically targeted areas to support:
 - English Learners
 - Special Education
 - Specifically targeted to support academically low achieving students
- Must align to the goals and budget projections as outlined in the LCAP
- Must be practical and reasonable, demonstrating appropriate use of school resources.

Staff Evaluation

The evaluation of the teaching staff is a collaborative effort based on the California Standards for the Teaching Profession. At the start of each school year, teachers will use student data and reflective practices to analyze target areas for improvement of their individual and/or group practices. Teachers utilize the form provided by administration to document their baseline, goal, and action plan to achieve the goal. At the end of each term, teachers submit a written reflection of their progress, including evidence.

The purpose of this system is not only to establish goals, but also to communicate to the Executive Director and/or Principal how each teacher perceives their strengths and particular areas of focus for that specific school year, and how they will affect student learning. Discussions are based on data from individual students, grade level performance, and schoolwide overall performance. This provides administration with the information needed to provide effective feedback and support.

The administrators will conduct both formal and informal classroom visits, including walk-throughs and conferences with teachers on an on-going basis. These conferences will include collaborative discussions on effectiveness of lessons toward student achievement. Administrators will conduct an informal conference with each teacher to reflect on progress made regarding the California Standards for the Teaching Profession and how his/her goals impacted student achievement. The administrator may give a written evaluation to each teacher.

Assistance and Interventions for Teachers will include:

- Suggestions offered by administrator(s);
- Mentor program—teaming up a new teacher with a master teacher;
- Peer Visitation—teacher is released to view other teacher(s) performing model lessons;
- Consult with team partner(s), other grade level member(s), and/or a master teacher;
- Clinical supervision, visitation notes and conferences by administrator(s);
- Peer coaching by a master teacher;
- Substitute release days for planning, observation, articulation;
- Workshop/ conference attendance;
- Ongoing constructivist training by professional consultants; and
- Release time for Professional Learning Community (PLC) development.

Performance Review System for Classified Staff

The evaluation of the classified staff at SASCA-CV is based on individual job description performance, informal walk-throughs, and adherence to the agreed upon Code of Ethics. Additionally, classified employees are evaluated through:

- Ongoing supervision and observation by administrator(s); and
- Evaluation by administrator(s).

Assistance and Interventions for Classified Staff

Resources for classified personnel will include:

- Workshops and training;

- Mentoring and conferencing with peers, teachers, and administrator(s); and
- Conflict resolution mediated by administrators.

ELEMENT 6: HEALTH AND SAFETY

"

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

That the school safety plan be reviewed and updated by March 1 of every year by the charter school."
Education Code § 47605(c)(5)(F)

SASCA-CV is committed to providing a safe and healthy environment in which every member of the school community learns and thrives. SASCA-CV will ensure the safety of all students and staff by complying with applicable state and federal laws. SASCA-CV will adopt and implement a comprehensive plan of health, safety, and risk management policies. This plan is kept on file in the school's front office and in each room on campus. Changes to the plan are communicated to staff annually and as needed. The Emergency Plan will utilize F.E.M.A. (Federal Emergency Management Agency) guidelines in its planning and preparations. All staff will receive training in emergency response, including appropriate "first responder" training or its equivalent.

Pursuant to Assembly Bill 806, SASCA-CV shall develop its comprehensive school safety plan pursuant to the requirements of AB 806 and the relevant Education Code requirements and shall review and update the plan annually by March 1.

Facilities

SASCA-CV will maintain a safe and healthy work and school environment. SASCA-CV will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with California Building Standards Code.

SASCA-CV utilized a Field Act compliant facility from the District under Proposition 39 for the 2019-2020 and 2020-2021 school years. Beginning in the 2021-2022 school year, SASCA-CV will lease space at 13000 Pipeline Avenue, Chino, CA 91710. The non-District building complies with local city and county ordinances, safety codes, and other relevant codes for the building.

OSHA (Occupational Safety and Health Administration) and Department of Health & Safety regulations will be followed.

SASCA-CV will account for safety considerations in reviewing the specifications necessary to house the number of students anticipated in grades TK-8.

The SASCA-CV facility will be maintained as follows:

- All buildings comply with California Building Standards Code, Federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and evidence as such will be on file;
- A safety inspection of the grounds and facilities will occur on at least a monthly basis;
- Employees will report any unsafe conditions, or potential hazards, to the administration immediately; and
- Ongoing communication with law enforcement and local police regarding crime around and within the campus will occur.

SASCA-CV will annually test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained and in an operable condition at all times. SASCA-CV will conduct fire drills as required under Education Code Section 32001.

Staff Responsibilities

All employees will be responsible for their own safety, as well as that of others in the workplace. SASCA-CV will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. If an employee suspects a danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which SASCA-CV is responsible, the employee will bring it to the attention of the administration immediately.

The Administration will arrange for the correction of any unsafe condition or concealed danger immediately and will inform staff of the problem. Employees will be encouraged to report any workplace injury/accident to the administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, the administration or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident will be reported.

On a periodic basis, the Board of Trustees may issue rules and guidelines governing workplace safety and health. Employees will familiarize themselves with the rules and guidelines, as strict compliance is expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be permitted.

Role of Staff to Report Child Abuse

- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies will be strictly followed. SASCA-CV will adhere to the requirements of California Penal Code § 11166 regarding child abuse reporting. SASCA-CV staff must report to the proper authorities if they suspect the following occurring to a student: Sexual assault;
- Neglect;
- Willful cruelty or unjustifiable punishment;
- Cruel or inhuman corporal punishment or injury; and/or
- Abuse in out-of-home care.

The reporting person need only "reasonably suspect" that abuse or neglect has occurred. The reporting person will not have to prove abuse.

Administration will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that, under California law, one who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor, punishable by up to six (6) months confinement in a county jail or by a fine of one thousand dollars (\$ 1,000) or by both.

Staff will not investigate any suspected incident(s) of abuse; only report it to the proper authorities. A written report of the situation will be completed and the Child Protective Services will be immediately notified. If necessary, the local Police Department will be informed of the situation, as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Child Protective Services and/ or Police Department since he/ she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student's record and will be made available to the parent or guardian.

Student Health and Safety

SASCA-CV will be committed to ensuring that students have a safe and healthy environment in which to learn. The following procedures will be implemented:

- Immunizations must be up-to-date with required boosters, if applicable. SASCA-CV shall adhere to the new laws regarding immunizations (Senate Bill 277) to the extent applicable, which went into effect January 1, 2016;
- Prior to admission, parents must present proof of immunization for polio, D.T.P., measles, mumps, hepatitis, rubella, and any other immunizations required for enrollment in non-charter public schools;
- All incoming 7th grade students must be immunized with pertussis (whooping cough) vaccine booster;
- Records of student immunizations will be maintained in the health office;
- Proof must be presented that a child of age five (5) or six (6) entering school has had a physical examination within the last twelve (12) months;
- A required emergency card for all students and staff is completely filled out each year and updated throughout the year as necessary;
- SASCA-CV will provide an appropriate screening for students' health (including pupils' vision and hearing, and the screening of pupils for scoliosis) equivalent to that provided by non -charter public schools per state mandates;
- A referral will be made through the health office to agencies and/or local hospitals for chronic illness and treatment of communicable diseases;
- Students will be released during the school day in the custody of an adult only if:
 - The adult is the student's custodial parent(s)/guardian(s);
 - The adult has been authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/ guardian cannot be reached, office staff will verify the adult's identity;
 - The adult is an authorized law enforcement officer acting in accordance with the law; or
 - The adult is taking the student to emergency medical care, at the request of the administration or designee.
- Field Trip Waiver, Network Use Agreement, and Parent /Guardian Release Authorization for Photographs, Films, Slides, Video, and Audio Tape Recordings of Students Enrolled in Education Programs, along with any other required forms, will be completed at the time of school registration;
- A policy will be established explaining that the school functions as a drug-free, alcohol-free, and smoke-free environment;
- Students will be required to adhere to an established dress code, which will be clearly communicated through the Sycamore Academy Handbook;
- A discipline policy for all students will be clearly outlined in the Behavior section of the Sycamore Academy Handbook; and
- The Board of Trustees will adopt a resolution with administrative rules and regulations in regards to risk management and safety prior to the opening of the school.

Emergency Preparedness

The Safe School Plan will be reviewed annually by the School Site Committee. The School Site Committee will provide the Governing Board with recommendations for improvement as needed. SASCA-CV shall develop its comprehensive school safety plan pursuant to the requirements of AB 1747 Section 806 and the relevant Education Code requirements and shall review and update the plan annually by March 1. SASCA-CV staff will be trained annually on the safety procedures outlined in the Safe School Plan.

The Safe School Plan ensures that:

- Each employee of the school shall furnish the school with a criminal record summary.
- Visitors on site must sign in/sign out and will be issued identification badges.
- The school will conduct regular emergency evacuation drills in accordance with the regulations of the County Fire Department, Chino Fire District and/or the Fire Marshall.
- All fire safety equipment shall be tested and maintained to comply with all fire and safety regulations and/or requests or directive of the Fire Marshall.
- Prior to admission, parents must present proof of immunization as required for enrollment in California non-charter public schools.
- Immunizations must be up-to-date with required boosters.
- Records of student immunizations shall be maintained in the health office.
- Proof must be presented that a child of age 5 or 6 entering into public school has had a physical examination within the last 12 months.
- Screenings for students' health equivalent to that provided by regular non-charter public schools per state mandates will be conducted.
- Policies and procedures for response to natural disasters and emergencies, including but not limited to, fires, earthquakes, floods, hostage situations and active shooter will be maintained.
- Instructional and administrative staff will receive training in emergency response, including appropriate first responder training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines will be followed.
- A safety inspection of the grounds and facilities will occur on at least a monthly basis.
- The School shall comply with Education Code section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code.
- F.E.M.A. guidelines will be used in planning and preparation.

- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies will be strictly followed.
- Ongoing communication with law enforcement and local police regarding crime around and within campus site will occur.
- Weapons will not be tolerated on campus.
- Traffic and pedestrian safety will be closely monitored.
- Material Safety Data Sheets will be maintained.
- All staff will adhere to Universal precautions for bloodborne pathogens.

Medication in School

Policies relating to the administration of prescription drugs and other medicines will be followed.

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, written parent permission, and dispensing instructions from the prescribing physician. Parents will complete the appropriate form, authorizing SASCA-CV staff to administer medication. School staff members who will be selected to administer medication will first receive training from qualified medical personnel as well as training in the proper documentation and storage of the medication. Staff authorized to administer the medication will be afforded appropriate liability protection. If the parent/guardian so chooses, he/she may administer the medication to his/ her own child or may designate another individual who is not a school employee to administer the medication to the student.

Upon written request by the parent/ guardian, and with the approval of the student's physician, a student with a medical condition that requires frequent treatment, monitoring, or testing, will be allowed to self-administer, self-monitor, or self-test. The student will be expected to observe universal precautions in the handling of blood and other bodily fluids.

In order for a pupil to be assisted by the school nurse or other designated school personnel, the school will obtain a written statement from the physician and the parent. The physician statement must detail the name of the medication, method, amount, and time schedules by which the medication is to be taken. Additionally, a written statement from the parent, foster parent, or guardian of the pupil must be submitted indicating the desire that SASCA-CV will assist the pupil in the manner set forth in the Statement of the Physician.

SASCA-CV may employ a registered nurse to administer insulin and Diastat when necessary.

In order for a pupil to carry and self-administer a prescription, auto-injectable epinephrine, or carry and self-administer inhaled asthma medication, SASCA-CV will obtain a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken. SASCA-CV will have the physician /surgeon confirm that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication. A written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, will provide a release for:

The School Nurse, Health Technician, or other designated school personnel such as Office Manager, Coordinator of Attendance or School Receptionist will consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication; and Civil liability of SASCA-CV and school personnel if the self-administering pupil suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph.

The written statements specified in this section will be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes. SASCA-CV will also have on hand epinephrine injectors prescribed to the school.

- The School Nurse or Health Technician will: Place the medications in a locked cabinet or refrigerator, as needed;
- Log times for administering medications for each student and establish a tickler system to ensure that medications are dispensed at the appropriate times; and
- Call students to receive medications at the appropriate times.

In cases where medications are long-term prescriptions, the School Nurse, Health Technician, or other designated school personnel such as Office Manager, Coordinator of Attendance, or School Receptionist, will provide parents with at least one week's notice to alert them that additional medication is needed. In the event that enrollment is insufficient to justify continuing to employ a School Nurse and/or Health Technician, another appropriately trained school staff member will perform these obligations.

Bloodborne Pathogens

SASCA-CV will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. A written infectious control plan will be in place designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

Procedures for Background Checks

RRCSA complies with all applicable state and federal laws regarding background checks and clearance of all personnel. RRCSA complies with all State and Federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of SASCA-CV are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director is responsible for monitoring compliance. The Board President shall monitor the fingerprinting and background of the Executive Director.

Tuberculosis Risk Assessment and Examination

Faculty and staff are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. volunteers who have frequent or prolonged contact with pupils must also be assessed and examined for tuberculosis as required under Ed. Code section 49406(m).

Immunizations

All students enrolled and all staff are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All incoming 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. SASCA-CV shall adhere to the new laws regarding immunizations (Senate Bill 277) to the extent applicable, which went into effect January 1, 2016.

Vision, Hearing, and Scoliosis

Sycamore Academy-CV will provide appropriate screening for students' health equivalent to that provided by regular non-charter public schools per state and/or federal mandates.

Diabetes

- SASCA-CV will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452 .7. The information sheet will include but will not be limited to all of the following: A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and methods of prevention of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Drug-Free/Alcohol-Free/Smoke-Free Environment

SASCA-CV will function as a drug-free, alcohol-free and smoke-free, including e-cigarettes, environment.

Suicide Prevention Policy 7-12

Pursuant to the requirements of Ed. Code §215, SASCA-CV's governing board shall ensure that its policy on pupil suicide prevention in grades 7 to 12, inclusive, was developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, including the needs of high-risk groups, including, but not limited to, all of the following, youth bereaved by suicide, youth with disabilities, mental illness, or substance use disorders, youth experiencing homelessness or in out-of-home settings, such as foster care, lesbian, gay, bisexual, transgender, or questioning youth. In addition, the policy shall address any training to be provided to teachers of pupils in grades 7 to 12, inclusive, on suicide awareness and prevention.

All materials approved by the charter school for training shall include how to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services, and these materials may also include programs that can be completed through self-review of suitable suicide prevention materials.

The policy shall be written to ensure that a school employee acts only within the authorization and scope of the employee's credential or license. Nothing in the policy shall be construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

The policy shall be modeled after the CDE's model policy.

Suicide Prevention Policy K to 6

The governing board or body of a local educational agency that serves pupils in kindergarten and grades 1 to 6, inclusive, shall, before the beginning of the 2020–21 school year, adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in kindergarten and grades 1 to 6. The policy shall be developed in consultation with school and community stakeholders, the county mental health plan, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

The policy for pupils in kindergarten and grades 1 to 6 shall be age appropriate and shall be delivered and discussed in a manner that is sensitive to the needs of young pupils.

The policy for pupils in kindergarten and grades 1 to 6 shall be written to ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a pupil who is a Medi-Cal beneficiary.

The policy shall be written to ensure that a school employee acts only within the authorization and scope of the employee's credential or license. Nothing in the policy shall be construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

The policy shall be modeled after the CDE's model policy.

Feminine Hygiene Products

Pursuant to the requirements of Ed. Code §35292.6, SASCA-CV shall ensure at least 50 percent of the school's restrooms are stocked with feminine hygiene products at all times should the school maintain any combination of classes from grade 6 to grade 12, inclusive, that meets the 40-percent pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code.

SASCA-CV shall not charge for any menstrual products provided to pupils, including, but not limited to, feminine hygiene products as that term is defined in Ed. Code §35292.6(c).

Safe Place to Learn Act

The charter school shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

Anti-Discrimination and Harassment Policies and Procedures

SASCA-CV is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

SASCA-CV has a comprehensive policy in place to prevent and immediately remediate any concerns about discrimination or harassment at SASCA-CV (including employee to employee, employee to student, and student to employee misconduct).

Misconduct of this nature will be taken very seriously and will be addressed in both the sexual misconduct policy and the Employee Handbook. SASCA-CV will immediately undertake a thorough and objective investigation of the harassment allegation(s).

Existing law requires each educational institution in the state to have a written policy on sexual harassment and to display that policy in a prominent location, as defined, in the main administrative building or other area of the educational institution's campus or school site. Existing law requires a copy of that policy, as it pertains to students, to be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session, as applicable.

This bill would require a copy of that policy to also be provided as part of an orientation program conducted for continuing pupils, as specified.

Tribal Regalia/Objects of Religious or Cultural Significance

Students may wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by SASCA-CV and the school, under specific circumstances as set forth in the law, to limit items that would create a substantial disruption of, or material interference with, the school ceremony.

Public School Fair Debt Collection Act

The Public School Fair Debt Collection Act (Assembly Bill 1974 [2018]) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, SASCA-CV shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collector.

Mental Health Services Act

Pursuant to the requirements of Assembly Bill 2022 [2018]), SASCA-CV will notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, as provided and shall comply with all other applicable provisions of the Act.

Pregnant and Parenting Students

Sycamore Academy of Science and Cultural Arts – Chino Valley shall comply with all the requirements of Assembly Bill 2289 [2018]) providing required protections for pregnant and parenting students, including but not limited to an annual notice to students about their rights in school year welcome packets and independent study packets.

Bullying Prevention

Pursuant to the requirements of Assembly Bill 2291 (2018), SASCA-CV adopted, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying and shall make available to certificated school site employees and all other school site employees who have regular interaction with pupils an online training module developed by the California Department of Education regarding bullying and bullying prevention.

Human Trafficking

Pursuant to the requirements of Assembly Bill 1861 (2018) and Senate Bill 1104 (2018), shall provide information to its students about how social media and mobile device applications are used for human trafficking and, by January 1, 2020, shall identify the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources and implement these methods by January 1, 2020 if the school has enrolled any students in those grades by that date; otherwise, the school shall implement these methods for pupil in grades 6-12 immediately upon enrollment of pupils in those grades.

Child Hunger Prevention and Fair Treatment Act

The Child Hunger Prevention and Fair Treatment Act of 2017, among other things, requires certain local educational agencies, as defined, that provide school meals through the federal National School Lunch Program or the federal School Breakfast Program to ensure that a pupil whose parent or guardian has unpaid school meal fees is not shamed, treated differently, or served a meal that differs from what a pupil whose parent or guardian does not have unpaid school meal fees would receive under that local educational agency's policy.

This bill instead would require those local educational agencies to ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or

treated differently from other pupils. To the extent the bill would impose a higher level of service on school districts, charter schools, and county offices of education, the bill would impose a state-mandated local program.

Hotlines

Existing law requires a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards, and a public or private institution of higher education that issues student identification cards, to have printed on the identification cards the telephone number for the National Suicide Prevention Lifeline, and authorizes those schools to have printed on the identification cards certain other suicide-prevention and emergency-response telephone numbers.

SASCA-CV issues pupil identification cards that have printed the telephone number for the National Domestic Violence Hotline.

Migratory Children

SASCA-CV will allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. SASCA-CV will inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services.

Sexual Harassment Training

Sexual harassment training is mandated for all eligible employees pursuant to Govt. Code §12950.1, including at least two hours of classroom or other effective interactive training and education regarding sexual harassment to all supervisory employees in California within six months of their assumption of a supervisory position and sexual harassment training and education to each supervisory employee in California once every two years.

Internal Disputes

Internal disputes at Sycamore Academy-CV, including disputes among students, staff, parents, and Corporate Board members, will be resolved pursuant to the policies and processes developed by the school to be included in the Informational Handbook. The Chartering Agency will not intervene in any such internal disputes and will refer any complaints or reports regarding such disputes to the Ronald Reagan Charter School Alliance Board President and/or Executive Director, unless:

1) the dispute has given the Chartering Agency reasonable cause to believe that a violation of this charter or related laws or agreements has occurred , 2) the Chartering Agency believes there may be an immediate threat to the health and safety of students and employees at the site, or 3) the RRCSA Board of Trustees requests the Chartering Agency to intervene in the dispute.

Grievance Procedure for Parents and Students

SASCA-CV will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504). This will include any investigation of any complaint filed with SASCA-CV alleging its noncompliance with these laws or alleging any actions that would be prohibited by these laws. SASCA-CV will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Sycamore Academy-CV will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Insurance Requirements

RRCSA/SASCA-CV shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the Authorizer's risk manager and as specified below. RRCSA/SASCA-CV's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end RRCSA/SASCA-CV's right to operate as a charter school pursuant to this Charter or cause RRCSA/SASCA-CV to cease operations until RRCSA/SASCA-CV has fully complied with the Closure Protocol set forth in this Charter and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of RRCSA/SASCA-CV, throughout the life of the Charter, RRCSA/SASCA-CV shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than " A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint

Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury," "property damage," "advertising injury" and "personal injury," including, but not limited to, coverage for products and completed operations, with combined single limits of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate. Additionally, Excess Liability coverage shall be procured in the amount of \$3,000,000 per occurrence.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$1,000,000 per person and per occurrence.

WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of RRCSA/SASCA-CV. If any Chino Valley Unified School District property is leased, rented or borrowed, it shall also be insured by RRCSA/SASCA-CV in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage providing coverage for educators' legal liability and error and omissions, including, but not limited to, coverage for sexual abuse/molestation and sexual harassment, in an amount not less than \$2,000,000 per "claim" with an aggregate policy limit of \$2,000,000. This Professional Liability insurance and/or coverage must be "claims made" and not "claims made and reported."

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the Authorizing agency and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "Authorizer") as additional insureds; (b) shall insure the Authorizer to the same extent as RRCSA/SASCA-CV; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the Authorizer shall be in excess of RRCSA/SASCA-CV's insurance and/or coverage required by the foregoing provisions

of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by RRCSA/SASCA-CV; (d) shall be on an “occurrence” basis rather than a “claims made” basis, excepting only educators’ legal liability and errors and omissions insurance and/or coverage, which shall be on a “claims made” basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days’ prior written notice thereof given by the insurer to the Authorizer by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the Authorizer by the insurer, RRCSA/SASCA-CV shall also provide the Authorizer with thirty (30) days’ prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, RRCSA/SASCA-CV shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at the Authorizer’s option.

The acceptance of the insurance and/or coverage required by the foregoing provisions of this Charter by the Authorizer, shall in no way limit the liability or responsibility of RRCSA/SASCA-CV or of any insurer or joint powers authority to the Authorizer.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the Authorizer and/or the Authorizer’s Personnel are waived.

RRCSA/SASCA-CV shall provide to the Authorizer duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the Authorizer within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at

any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the Authorizer for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of RRCSA/SASCA-CV to defend, indemnify, and hold harmless the Authorizer and the Authorizer's Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of RRCSA/SASCA-CV to defend, indemnify, and hold harmless the Authorizer.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the Authorizer.

RRCSA/SASCA-CV shall promptly respond to all inquiries from the Authorizer regarding any claims against RRCSA/SASCA-CV and/or any obligation of RRCSA/SASCA-CV under the foregoing provisions of this charter.

Evidence of Insurance

Upon receipt from the insurance carrier, Sycamore Academy-CV will furnish to the Chartering Agency within thirty (30) days of all new policies inception, renewals or changes, certificates of such insurance signed by authorized representatives of the insurance carrier.

Risk Management

- Sycamore Academy-CV shall use best efforts to adhere to the following Risk Management Guidelines: RRCSA has adopted policies and protocols concerning risk management and safety and may adopt additional policies as needed.

- Sycamore Academy-CV will adhere to established claim reporting guidelines, especially as they relate to timelines and completeness of reporting, and provide assistance requested by the underwriting agency or its representatives in the investigation and defense of a claim.
- At a minimum, Sycamore Academy-CV will require that all users provide a certificate of insurance with acceptable liability limits, depending upon the nature of the activity, and written agreement by the user group to defend, indemnify and hold harmless Sycamore Academy and its chartering authority from any and all losses which may occur, however caused, as a result of the user group use of the facility.
- Sycamore Academy-CV will conduct regular, ongoing inspections of its facilities and equipment pursuant to the contracted underwriter's risk management guidelines. Defective or dangerous conditions discovered through these inspections will be promptly corrected. Sycamore Academy-CV will keep written records of these inspections on file for at least one (1) year after the date of the inspection.
- Sycamore Academy-CV will obtain parent or legal guardian permission for all voluntary field trips, excursions or on-campus extracurricular activities.
- Sycamore Academy-CV employees and parent volunteers will provide proof of automobile liability insurance coverage and a valid driver's license prior to driving on SASCA-CV business or activities. Only participants in the activity will ride in the vehicle while it is being driven on school business.
- Sycamore Academy will not allow employees or the public to use the school's power tools or equipment for their personal business. Any equipment which is loaned to employees or students will have a loan form completed by the borrower and the parent/legal guardian, if appropriate, and will only be loaned if there is a school purpose involved and only upon approval of the site administrator or designee.
- Sycamore Academy will comply with local, state, and federal laws and regulations that apply to charter schools in regard to termination of employees, handling of sexual harassment complaints, and conducting business in a nondiscriminatory manner.
- When Sycamore Academy decides to use the services of independent contractors rather than hiring employees, Sycamore Academy will be responsible for proper risk management of those activities. Sycamore Academy will also assume responsibility for any taxes and penalties, which may be assessed by the U.S. Internal Revenue Service or California Franchise Tax Board.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school." Education Code § 47605(c)(5)(G.)

Sycamore Academy will strive to have a broad representation of student demographics similar to that of the District. Lottery selection will ensure fair and equitable selection of students in the event that more students apply than can be accommodated. SASCA-CV will conduct a yearly self-evaluation process on the school's student demographics to ensure diversity is a priority within the school culture, classroom, and community.

The 2019-2020 demographic profile of SASCA-CV is shown below.

	SASCA-CV %	CVUSD%
Race/Ethnicity	Asian 14% Hispanic 42% Filipino 2% Pacific Islander 1% American Indian 1% Two or more races 16% White 20% African American 2%	Asian 17% Hispanic 56% Filipino 5% Pacific Islander 0% American Indian 0% Two or more races 2% White 15% African American 4%
Special Education	12%	12%
English Language Learners	6%	10%
Redesignated ELL	n/a	23.6%

Open Enrollment Policy

SASCA-CV will implement an open enrollment process as established by the Board of Trustees. Each student will attend SASCA-CV on a voluntary basis. No student will be denied admittance to the school based on race, sexual orientation, religion, ethnicity, national origin, gender, gender identity, disability, or any other protected classification under local, state, and federal laws; including any other characteristics outlined in the definition for hate crimes under Section 422.55 of the Penal Code. Further, at SASCA-CV's Parent Information Exchange (P.I.E.) nights, parents will be

provided with a very clear and accurate picture of the school's learning experience so they can make the most appropriate choice for their children.

SASCA-CV will adhere to the McKinney-Vento Homeless Assistance Act. This ensures that each parent of a homeless child will have equal access to the same free, appropriate public education as provided to other children.

Following the public random lottery drawing each year, students not able to attend SASCA-CV due to space limitations will be placed on a waiting list in the order the registration is received, and then will be contacted when a vacancy occurs. The students and their families will be informed of their place on the waiting list. For more information, please see Element 8: Admission Requirements.

Community Outreach Plan

SASCA-CV will use a multitude of free and volunteer strategies to communicate with local families, organizations, and community leaders in an effort to reach a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the Chino Valley Unified School District.

Each year SASCA-CV will distribute literature, in English and Spanish and any other language determined to be needed by families in the community, outlining the vision and mission statements for the school and for the purpose of student recruitment. SASCA-CV will identify specific locations to reach out to all targeted demographic groups and otherwise inaccessible members of the community. SASCA-CV will conduct an annual review to evaluate appropriate and effective venues for outreach and recruiting efforts to result in a widespread and fair informational campaign.

SASCA-CV's strategy is to disseminate informational fliers/brochures to many locations within the community, so that our focus is on a broad-based ethnic/racial recruitment effort. While actual enrollment will be determined through random public lottery, broad-based ethnic/racial recruitment may help with garnering comparable demographics to the district. These locations may include, but are not limited to, churches, community organizations, preschools, local libraries, tutoring services, and markets:

Media—SASCA-CV's community outreach team will create a media packet and on-going press releases will be distributed to local media outlets for media placements. The team will send news releases, reports, recruitment updates, and will pitch them to magazines, newspapers, and city newsletters. SASCA-CV will also distribute

invitations to community meetings and events. All press releases will be translated into Spanish or other home language, if required.

- The Press Enterprise
- The Chino Champion
- La Nueva Voz Newspaper

Electronic Media—SASCA-CV will maintain and utilize a website for SASCA-CV, www.sycamoreacademycharter.org. The website offers information about the school's mission and vision, instructional practices, student registration, potential job openings, upcoming meetings, contact information for parents, as well as, Board members, agendas and meetings.

SASCA-CV's website provides full time access to the most current information for parents and other community members. Additionally, SASCA-CV will maintain a presence on social media platforms, such as Facebook, Twitter, and YouTube.

Informational digital tutorials and/or videos will also be held in both Spanish and English to answer programmatic questions and assist families with the enrollment process.

Community Meetings—SASCA-CV will conduct community meetings, open to the public, to inform and provide families with information for making a decision about enrolling their children in the Charter School. As needed, Spanish translators will be available to families in attendance. Meetings will be held more frequently during open enrollment. The school administration and staff will conduct these meetings. Members of the Board of Trustees may also be in attendance. The meetings are typically held at the school site but may be held at locations frequented by all demographic groups targeted by SASCA-CV, such as community centers, libraries, and church rooms.

Outreach Activities

Additional outreach and informational activities may include but are not limited to: public information meetings held at various venues identified by the marketing team, community events, interviews with media outlets, literature distribution, and targeted or thematic community events hosted at the site.

Racial & Ethnic Balance Data

The school's student information system will allow accurate collection and analysis of the school's demographic data. The data collected in this way will then be used to generate reports to the Board of Trustees, the District, and the State.

SASCA's outreach efforts seek to establish a racial and ethnic balance reflective of the general population residing within the District. The marketing efforts will target the disproportionately represented populations. While enrollment is first come first serve or by lottery in the event the school receives more applications than seats available, the recruitment effort will attempt to bridge differences in demographics between the school and the District.

SASCA will make it a priority to dynamically recruit a diverse student population, including low-income and academically low achieving students, reflective of similar racial and ethnic backgrounds of those residing in the District.

ELEMENT 8 - ADMISSION REQUIREMENTS

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Admission requirements, consistent with Ed. Code 47605 subdivision (e).

In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

A charter school shall admit all pupils who wish to attend the charter school.

If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

Each type of preference shall be approved by the chartering authority at a public hearing.

Preferences shall be consistent with federal law, the California Constitution, and Section 200.

Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

A charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).

A charter school shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2). This subparagraph shall not apply to actions taken by a charter school pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (b).

The department shall develop a notice of the requirements of this paragraph. This notice shall be posted on a charter school's internet website. A charter school shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times:

When a parent, guardian, or pupil inquires about enrollment.

Before conducting an enrollment lottery.

Before disenrollment of a pupil.

A person who suspects that a charter school has violated this paragraph may file a complaint with the chartering authority.

The department shall develop a template to be used for filing complaints pursuant to clause (i).

Notwithstanding any other law, a charter school in operation as of July 1, 2019, that operates in partnership with the California National Guard may dismiss a pupil from the charter school for failing to maintain the minimum standards of conduct required by the Military Department." Education Code § 47605(c)(5)(H).

Non-Discrimination Statutes and Affirmations

SASCA-CV shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Ed. Code section 220. Except as provided in paragraph (2). Admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state. SASCA-CV shall admit all pupils who wish to attend the charter school.

SASCA-CV shall actively recruit a diverse student population, including academically low achieving and low-income students from surrounding areas, and shall abide by all state and federal laws regarding admissions. SASCA-CV shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition. SASCA-CV shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, gender identity, gender expression, home language, disability, or any other protected classification under local, state, and federal laws, including any other characteristics outlined in the definition for hate crimes under Section 422.55 of the Penal Code. SASCA-CV shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

SASCA-CV shall be a school of choice. SASCA-CV shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.

Commitment to the goals, objectives, and mission of the school as set forth in the charter shall be deemed essential for the academic success of all students.

Open Enrollment and Application Process

SASCA-CV will establish a period of open enrollment for at least thirty (30) days in the spring of each year. The open enrollment period will be called the Application Period in order to better clarify for the public. After the Application Period closes, should SASCA-CV receive a number of applications from potential students that exceed the number of spaces available at any given grade level within the school, the school will conduct a random public lottery, as described below.

The application process is comprised of the following:

- Opportunity for parent attendance at an SASCA-CV Information Meeting/Tour
- Completion of a student Enrollment Application

The SASCA-CV admission application does not request information that could be used to discriminate against a student or his/her parent/guardian based on any protected characteristic of the student or his/her parent/guardian, including, but not limited to, mental or physical disability or current or prior eligibility for services pursuant to the IDEIA or Section 504.

After admission, SASCA-CV will request completion of a student admissions packet that may include:

- Proof of residency
- Evidence of birth date
- Parent/Emergency contact information
- proof of immunization
- Technology Network User Agreement
- Photograph / Media Waiver
- Home Language Survey
- Health History
- Authorization to release student records from previous school site
- Copy of student's SST, IEP, or 504 Plan, if applicable
- Any other documents required by law according to grade level
- Voluntary Socio-Economic Status form

Public Random Drawing/Lottery

Admission to the Sycamore Academy is open to all students regardless of ethnicity, creed, national origin, gender or disability. The Sycamore Academy is nonsectarian in its programs, admission policies, employment practices, and all other operations; it shall not charge tuition. Admission will require a commitment from both parents and students to meet the goals, objectives and mission of the School.

Enrollment Procedures

SASCA-CV conducts an open enrollment period for at least thirty days in the spring of each year. For the purpose of clarity to the families, this period will be called the Application Period. To be part of the enrollment process, parents must submit a completed enrollment application prior to the end of the Application Period. Following the Application Period each year, applications will be counted to determine whether any grade level has received more applications than seats available. In the event that this happens, the school will hold a random public lottery to determine enrollment for the impacted grade levels; with the exception of existing students, who are guaranteed enrollment in the following school year. The date of the lottery will be published and posted on SASCA-CV's website for all interested parties prior to holding the lottery.

Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Chino Valley Unified School District (CVUSD) except as provided for in Section 47614.5. Additional proposed preferences, which are subject to the authorizer's approval subject to the provisions of Ed. Code section 47605(d)(2)(B)(i),(ii) and (iii), are enumerated below

Pupils already enrolled in the school are exempt from the lottery and are guaranteed a seat in the subsequent year.

The lottery preference order shall be as follows:

1. Pupils who reside in the elementary school attendance area where the school is located (Doris Dickson Elementary)
2. Siblings of enrolled students
3. Pupils who reside within CVUSD boundaries
4. Children of teachers, not to exceed 10% of enrollment, on a first come, first serve basis

Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by

eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

The preferences in the SASCA-CV public random drawing as listed above are consistent with Education Code Section 47605(d)(2), and applicable federal law, and non-regulatory guidance.

The following rules and procedures shall be communicated to all interested parties prior to holding the lottery. They are as follows:

- The lottery shall take place within thirty (30) calendar days of the closing of the open enrollment period as defined above;
- The lottery shall take place on the school's campus or in a facility large enough to allow all interested parties who wish to attend to do so;
- All interested parties shall know, prior to the holding of the lottery, how many openings shall be available in the school and in the different grades served by the school;
- The lottery shall take place on a given published date;
- SASCA-CV shall comply with all applicable state and federal laws and with any agreement between the Charter School and the District;
- The lottery shall draw names from a general pool of ballots;
- An uninterested party shall be charged with conducting the process; and
- The drawing shall continue until all names are drawn.

Those individuals whose names are drawn after all spaces have been filled shall be placed on the waiting list in the order drawn, except if the preferences described above require otherwise. The waiting list shall expire at the end of each school year. Students remaining on the waiting list at the end of each school year must go through the open enrollment process for the upcoming school year, if they remain interested in attending the school. Sibling Priority List shall not expire.

All lottery protocols may be refined as deemed necessary by the Board of Trustees.

Families promoted from the waiting list will be contacted when there is an opening. Contact may include email, personal phone call, and/or U.S. Postal Service. Parents/Guardians will have three (3) business days from the date of first notification to respond. In addition, the school will attempt on at least one (1) additional occasion to contact the parent(s)/ guardian(s) of students promoted from the waiting list during the three (3) day period. Those families not responding within the three (3) day period will forfeit their right to enroll their student in the school, and the next student on the waiting list will be contacted to fill the open position. Parents who forfeited their right to accept enrollment when offered but are still interested in enrolling at SASCA-CV at another time, must reapply.

The lottery will be held for all students who were enrolled during the open enrollment period in a grade level that is impacted. For example, if 48 spots are available in second grade, and 52 students seek to enroll during the course of the open enrollment period, then all 52 students would be placed in the lottery for the 48 spots. The remaining four students would be placed on a waiting list. Therefore, each student would have equal opportunity to be accepted into the school in the case that a lottery was necessary.

SASCA-CV will utilize a comprehensive recruiting strategy, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, certain student groups will be targeted for additional recruitment efforts in order to achieve a pool of potential students that will reflect a diverse student population. SASCA-CV will use a multitude of free and volunteer strategies to communicate with local families, organizations, and community leaders in an attempt to achieve a racial and ethnic balance reflective of the general population residing within the District's boundaries.

In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

Subsequent Years Re-Enrollment

- The following conditions will apply in subsequent years: In the spring, parent(s)/guardian(s) of students attending SASCA-CV will be required to complete a Continuing Enrollment Form to guarantee the student's seat into the next school year;
- The school will notify parents via telephone, in-person, and/ or email to complete the Continuing Enrollment Form;
- On at least two (2) separate occasions the school will contact parent(s)/guardian(s) that have not completed the Re-Enrollment Form; and
- Those families not responding within a three (3) day period after being contacted on at least two (2) separate occasions forfeit their right to re-enroll their child in the school for the following school year.

ELEMENT 9: FINANCIAL AUDITS

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority" Education Code 47605 §(c)(5)(I).

Annual Independent Audit

The Ronald Reagan Charter School Alliance will form an audit committee each fiscal year (April/May) to contract and oversee the preparation and completion of an annual independent audit of the School's financial affairs. Pursuant to 5 CCR 11967.5.1(f)(9)(A), the audit committee shall be established annually by the Governing Board and will be composed of at least one board member, the Executive Director and the Principal. The audit committee shall review proposals by qualified auditors and shall be delegated by the Governing Board to retain an independent auditor. SASCA-CV's books and records shall be kept and the audit will be conducted in accordance with generally accepted accounting principles and will conform with the California School Audit Guide as it applies to charter schools. 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 School's audit committee will review any audit exceptions or deficiencies and report to the Ronald Reagan Charter School Alliance Board of Trustees with recommendations on how to resolve them. SASCA-CV shall submit the audit to the District on or before December 15, and report in writing to the District the manner in which SASCA-CV intends to address any exceptions or deficiencies noted in the audit to the satisfaction of the District. Exceptions and deficiencies so noted shall be addressed within 60 days or within such shorter time as specified in the audit.

These financial audits shall be conducted by an independent auditor and who at a minimum is a CPA with educational institution audit experience and is included on the State Controller's approved list of independent auditors. The auditor will verify the accuracy of the School's financial statements, attendance and enrollment, accounting practices, revenue-related data collection and reporting practices and will review the School's internal controls. The audit will include a review of ADA as reported by Sycamore. Moreover, the audits will assure that the School's money is being handled responsibly and that its financial statements conform to generally accepted accounting principles. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the District. Sycamore agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit will be completed and submitted to the District, the County Superintendent of Schools, the California

Department of Education, the State Controller and the State Board of Education by December 15th following each school year or at a mutually agreed upon earlier date.

In the case that SASCA-CV either does not pay for or have an independent audit completed within one month of the applicable timelines, the District may, at its option, pay for an audit to be completed an invoice SASCA-CV for the expense, which shall be immediately due and payable, or subtract such payment from any funds due to the Charter School.

Further, the District Board shall have the right to request or conduct an audit at any time of the year. The cost for such audit shall be borne by the District if the audit reveals no financial or enrollment discrepancies resulting in under or over reporting of greater than three percent (3%) total; in all other cases, SASCA-CV shall bear the cost of the audit.

SASCA-CV will notify the District of any pending litigation or legal action taken against SASCA-CV within thirty (30) calendar days of SASCA-CV receiving said notice.

The independent financial audit of the Charter School is public record and will be provided to the public upon request. SASCA-CV will post the annual audit on the School's website.

SASCA-CV will receive funding pursuant to the Local Control Funding Formula as established in Chapter 47, Statutes of 2013 (AB 97), Chapter 49, Statutes of 2013 (SB 91), Chapter 357, Statutes of 2013 (SB 97) and Chapter 33, Statutes of 2014 (SB 859) as these laws and implementing regulations may be amended from time to time.

Audit Exceptions and Deficiencies to be Resolved

RRCSA's audit committee will review any audit exceptions or deficiencies and report to the RRCSA Board of Trustees with recommendations on how to resolve them. Audit exceptions and deficiencies will be resolved in conference with the independent auditor to the satisfaction of the Chartering Agency. Audit appeals or requests for summary review will be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

Sycamore Academy will provide the Chartering Agency with the final audit results by December 15th of each year for the prior fiscal year ending June 30th. The audit will also be submitted to the California Department of Education, the County

Department of Education, and the State Controller's Office by December 15th each year.

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

Financial Reports

The Executive Director will be responsible for providing the Authorizer with all reports and data necessary to meet county and state financial requirements.

Sycamore Academy will submit the following reports (and any other reports required by law, as the same may change from time to time) to the District and the County Office of Education pursuant to Education Code 47604.33:

- A preliminary budget on or before July 1 accompanied by the LCAP for the corresponding year.
- An interim financial report reflecting budget changes through October 31, submitted on or before December 15.
- A second interim financial report reflecting budget changes through January 15, submitted on or before March 15.
- A final, unaudited report for the full prior year, submitted on or before September 15.

In addition, SASCA-CV will submit the following reports to the District:

- P-1 Attendance Report—each January, reflecting attendance through the last full school month ending prior to December 31;
- P-2 Attendance Report—each April, reflecting attendance through the last full school month ending prior to April 15;
- Annual/P-3 Attendance Report—each June, reflecting entire year's attendance;
- Annual Update (Local Control Accountability Plan)—annually by July 1, as required pursuant to Education Code section 47606.5;
- Any additional reports as set forth in a Memorandum of Understanding between the Charter School and the District, if applicable; and
- Other financial information requested by the District from time to time to assess the fiscal condition of SASCA-CV.

Oversight

In accordance with Education Code § 47613, the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent

of the revenue of the Charter School, or up to three (3) percent in the case that the District provides substantially rent-free facilities for use by SASCA-CV. Pursuant to Education Code Section 47613(1), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

ELEMENT 10: STUDENT SUSPENSION AND EXPULSION

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason." Education Code §47605(c)(5)(J).2

Behavior

The behavior policy of SASCA-CV is designed to ensure that each student has the opportunity to learn in a safe and secure environment. SASCA-CV's goal is to develop responsibility, citizenship, and respect for others. Each classroom will develop a Full Value Contract, an agreement about the expectations they have for one another to provide a quality learning environment. Active, respectful, and engaging environments are the best deterrent to negative behaviors. A Full Value Contract begins with the understanding of the 7 Habits of Highly Effective People, (Stephen Covey, 1989) or the version appropriate for the particular age group and is developed through the collaborative explanation of what each habit means to the group. The Full Value Contract is revisited and modified throughout the year, as the community grows and develops deeper understandings and higher expectations. The purpose of stakeholder engagement and collaborative development is individual accountability. Behavior is then owned by all members of the community instead of dictated and enforced by the leader. This turns discipline into a learning, supporting, and intervening process, much like Restorative Justice, rather than a punitive, consequence driven practice.

² Ed. Code section 47605(J) states in full: "The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, 'involuntarily removed' includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."

As an educational institution, staff are trained to view every mistake a child makes as a teachable moment and develop a remedy that allows the child to learn and make amends with anyone hurt through their actions, rather than “punishing” the child. Every opportunity to learn and correct behavior will be provided to students, provided the behavior does not present a threat to other students’ safety and learning.

The 7 Habits – Stephen Covey		
Manage Yourself	Habit 1 Be Proactive The Habit of choice	See alternatives, not roadblocks Focus on what you can influence I am free to choose and am responsible for my choices
	Habit 2 Begin with the End in Mind The Habit of Vision	Mental creation precedes physical creation Define practical outcomes
	Habit 3 Put First Things First The Habit of Integrity and Execution	Focus on the important, not just the urgent Effectiveness requires the integrity to act on your priorities Plan weekly, act daily
	Habit 4 Think Win Win The Habit of Mutual Benefit	Effective long-term relationships require mutual respect and mutual benefit Build trust with peers
Lead Others	Habit 5 See First to Understand, then to be Understood The Habit of Mutual Understanding	To communicate effectively, we must first understand each other Practice empathetic listening Give honest, accurate feedback
	Habit 6 Synergize The Habit of Creative Cooperation	The whole is greater than the sum of its parts Synergize to arrive at new and better alternatives
Unleash Potential	Habit 7 Sharpen the Saw The Habit of Renewal	To maintain and increase our effectiveness, we must renew in body, heart, mind and soul

The schoolwide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive. The staff discusses and models the expectations at grade level assemblies and provide more detail of the

expectations to the parents within the Handbook and during Parent Information Events.

When a student requires additional behavior intervention resources or support, the student will receive intervention in a similar process to that of academic intervention with the focus on the targeted behavior. Data will be collected, the trigger to the behavior will be identified and targeted interventions will be put into place and tracked. The teacher and support staff will monitor the student's progress and report any concerns to the administration for additional intervention.

Willful Defiance

The Charter School shall not suspend a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, nor recommend the expulsion of a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties. The Charter School shall not suspend a pupil enrolled in grades 4, 5 and 6 for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.

Suspension and Expulsion Procedures

These Pupil Suspension and Expulsion Procedures have been established to promote learning and protect the safety and well-being of all students at the SASCA-CV (herein, the "Charter School"). When a student commits one of the enumerated offenses described herein, it may be necessary to suspend or expel a student from regular classroom instruction. Compliance with the procedures set forth in this \Charter shall be the only processes for the Charter School to remove or otherwise exclude a student who attends the Charter School from attendance at the Charter School.

The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

These procedures may be amended without the materially revise the charter so long as the amendments comport with legal requirements.

These Procedures will be printed and distributed as part of the Charter School's Parent-Student Handbook and will clearly describe discipline expectations. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Procedures are available on request at the Administration office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Homework

The Charter School shall, upon the request of a parent or pupil, provide homework that would otherwise have been assigned, to a pupil who has been suspended for two or more schooldays. If a homework assignment that is requested and turned into a teacher, within the prescribed timeframe, is not graded before the end of the academic term, the Charter School shall not include the assignment in the calculation of the student's overall grade in the class.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is:

- A. related to school activity;
- B. related to school attendance occurring at the Charter School or any other school; or
- C. related to attendance at a Charter School sponsored event. A student may be suspended or expelled for acts that are enumerated below and occur at any time including but not limited to the following:
 - 1) while on school grounds;
 - 2) while going to or coming from school;
 - 3) during the lunch period, whether on or off the school campus;

4) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension and Recommendation for Expulsion Offenses

Students may be suspended from school or recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Either:
 - 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - 2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
- c) Caused or attempted to cause damage to school property or private property.
- d) Stole or attempted to steal school property or private property.
- e) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, the pupil is not prohibited from the use or possession by that pupil of his or her own prescription products.
- f) Committed an obscene act or engaged in habitual profanity or vulgarity.
- g) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- h) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, except that a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel, nor shall these acts constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- i) Knowingly received stolen school property or private property.
- j) Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- k) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- l) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- m) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- n) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - (2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - (3) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - (4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (1) A message, text, sound, video, or image.

- (2) A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii) An act of cyber sexual bullying.
 - (1) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (2) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iv) Notwithstanding the above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) “Reasonable pupil” for purposes of this subsection means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- o) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may

be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

- p) In addition to the reasons specified above, a pupil may be suspended from school or recommended for expulsion from school if the Executive Director/Principal or Designee determines that the pupil has committed sexual harassment as defined in Ed. Code section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This enumerated offense shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
- q) In addition to the reasons set forth above, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Executive Director/Principal or Designee determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code section 233.
- r) In addition to the grounds specified above, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Executive Director/Principal or Designee determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
- s) In addition to the grounds specified above, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
 - 1) "Terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and

- specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
- t) "School property" includes, but is not limited to, electronic files and databases.
 - u) For a pupil subject to discipline, the Executive Director/Principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior.

Shall Recommend for Expulsion Offenses

The Executive Director/Principal or designee shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the Executive Director/Principal or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- 1) Causing serious physical injury to another person, except in self-defense.
- 2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- 3) Unlawful possession of any controlled substance listed in Health and Safety Code section 11053 et seq. (except one ounce of marijuana or over the counter medications or medication prescribed to student).
- 4) Robbery or extortion.
- 5) Assault or battery (as defined in Penal Code section 240 and 242) upon any school employee.

Immediate Suspension and Mandatory Recommendation for Expulsion Offenses

- 1) Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
- 2) Brandishing a knife³ at another person. E.C. 48915(c)(2)

³ "Knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

- 3) Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 et seq. E.C. 48915(c)(3)
- 4) Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses above. E.C. 48915(c)(4)
- 5) Possession of an explosive⁴. E.C. 48915(c)(5)

Teachers

Teacher Recommendations for Suspension and Teacher Suspensions

A teacher may also refer a pupil, for any of the acts enumerated in the "Discretionary Suspension and Recommendation for Expulsion Offenses" to the principal or the designee of the principal for consideration of a suspension from the school.

The Charter School Governing Board may adopt a policy authorizing a teacher to suspend any pupil from class, for any of the acts enumerated in the "Discretionary Suspension and Recommendation for Expulsion Offenses," for the day of the suspension and the day following. The policy shall specify that:

- a) The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. If practicable, a school counselor or a school psychologist may attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.
- b) A pupil suspended from a class pursuant to this policy shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this

⁴ The term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

Parent/Guardian Classroom Attendance

The Charter School Governing Board may adopt a board policy authorizing teachers to require the parent or guardian of a pupil who has been suspended by a teacher for committing an obscene act or engaging in habitual profanity or vulgarity or disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, subject to the grade limitations specified above, to attend a portion of a school day in the classroom of his or her child or ward. The policy shall take into account reasonable factors that may prevent compliance with a notice to attend. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended.

Parents and guardians shall be notified of this policy prior to its implementation. A teacher shall apply any policy adopted pursuant to the policy uniformly to all pupils within the classroom.

The adopted policy shall include the procedures that the Charter School will follow to accomplish the following:

- (1) Ensure that parents or guardians who attend school meet with the school administrator or his or her designee after completing the classroom visitation and before leaving the school site.
- (2) Contact parents or guardians who do not respond to the request to attend school.

If a teacher imposes the procedure, the principal shall send a written notice to the parent or guardian stating that attendance by the parent or guardian is pursuant to board policy. This notice shall apply only to a parent or guardian who is actually living with the pupil.

The notice may specify that the attendance of the parent or guardian be on the day the pupil is scheduled to return to class, or within a reasonable period of time thereafter, as established by the policy of the board.

Alternatives to Suspension or Expulsion

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. The Charter School may document the other means of correction used and place that documentation in the pupil's record. However, a pupil, including an individual with exceptional needs, as defined in Ed. Code section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, upon a first offense if the principal or principal's designee determines that the pupil's presence causes a danger to persons or that the pupil committed any of the following acts:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2) Willfully used force or violence upon the person of another, except in self-defense.
- 3) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- 4) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- 5) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- 6) Committed or attempted to commit robbery or extortion.

Other means of correction include, but are not limited to, the following:

- 1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- 2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- 3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.

- 4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- 5) Enrollment in a program for teaching prosocial behavior or anger management.
- 6) Participation in a restorative justice program.
- 7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
- 8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- 9) Performing community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. "Community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. Community service may not be assigned if a pupil has been suspended, pending expulsion, for any of the acts enumerated in the "Shall Recommend for Expulsion Offenses" or the "Immediate Suspension and Mandatory Recommendation for Expulsion Offenses." However, if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action then community service may be assigned.

In-Class Suspensions

A pupil suspended from a school for any of the reasons enumerated in the "Discretionary Suspension and Recommendation for Expulsion Offenses" may be assigned, by the Executive Director/principal or designee, to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated.

Pupils assigned to a supervised suspension classroom shall be separated from other pupils at the school site for the period of suspension in a separate classroom, building, or site for pupils under suspension.

The Charter School may continue to claim apportionments for each pupil assigned to and attending a supervised suspension classroom provided as follows:

- (1) The supervised suspension classroom is staffed as otherwise provided by law.

- (2) Each pupil has access to appropriate counseling services.
- (3) The supervised suspension classroom promotes completion of schoolwork and tests missed by the pupil during the suspension.
- (4) Each pupil is responsible for contacting his or her teacher or teachers to receive assignments to be completed while the pupil is assigned to the supervised suspension classroom. The teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a pupil is assigned to a supervised suspension classroom, a school employee shall notify, in person or by telephone, the pupil's parent or guardian. Whenever a pupil is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil's parent or guardian.

Suspension Procedure

The following suspension procedures shall be followed:

- 1. Suspensions for violations of the offenses listed in the "Discretionary Suspension and Recommendation for Expulsion Offenses" stated herein shall be for no more than five consecutive days.
- 2. For suspensions of fewer than 10 days, the charter school shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- 3. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the charter school shall do both of the following:
 - a) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - b) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- 4. The notice shall contain a clear statement that no pupil shall be

involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (2) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (2), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (1) and (2).

5. The total number of days for which a pupil may be suspended from school shall not exceed twenty (20) schooldays.

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Executive Director/Principal or Designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director/Principal or Designee.

The conference may be omitted if the Executive Director/Principal or Designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within (2) two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials.

Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or Designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school and the notice shall contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five (5) school days before the effective date of the action. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

For suspensions of fewer than 10 days, the charter school shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the charter school shall do both of the following:

1. Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
2. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director/Principal or Designee, the pupil and the pupil's guardian or representative will be

invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director/Principal or Designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Expulsion Procedures

Students will be recommended for expulsion after the Executive Director/Principal or Designee conducts an investigation process by gathering written statements, meeting with witnesses, and conducting a pre-expulsion conference with the student and family.

In cases where a finding is made that a student has caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon the person of another, except in self-defense; possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object; unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant; or committed or attempted to commit robbery or extortion, a decision for expulsion by the Principal (or designee) will be based on one or both of the following findings:

1. Other means of conduct support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct.
2. Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in the schools, and/or faculty.

Upon this determination, the student will be suspended, pending the results of an expulsion hearing. The Executive Director/Principal's or Designee's recommendation to expel

the student will satisfy all the procedural requirements stated herein.

Expulsion Hearing – Rules and Regulations

The family of a student who has been expelled will be notified of the student's right to request a hearing to determine whether the expulsion recommendation was justified and whether the expulsion will be upheld. The hearing will be held, if requested, within 30 days from the original expulsion decision. The hearing will be presided over by an administrative panel (three to five impartial individuals) appointed by the Executive Director/Principal. A document will be prepared by the Executive Director/Principal or Designee that includes a full description of the reasons for the expulsion, including dates, previous conferences and actions taken, and events.

The Charter School's governing board shall establish rules and regulations governing procedures for the expulsion of pupils. These procedures shall include, but are not necessarily limited to, all of the following:

1. The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal determines that the pupil has committed any of the acts enumerated herein, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the principal. The administrative panel shall make its decision to expel within 3 school days after the hearing's conclusion, unless the pupil requests in writing that the decision be postponed.
2. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing and a decision to expel is impracticable during the regular school year, the principal or the principal's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing is impractical due to a summer recess of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess shall not exceed 20 schooldays, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the

commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

- 2.1. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:
 - 2.2. The date and place of the hearing.
 - 2.3. A statement of the specific facts and charges upon which the proposed expulsion is based.
 - 2.4. A copy of the disciplinary rules of the school that relate to the alleged violation.
 - 2.5. A notice of the parent, guardian, or pupil's obligations pursuant to Ed. Code section 48915.1(b).
 - 2.6. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. The pupil or the pupil's parent or guardian is not required to be represented by legal counsel or by a non-attorney adviser at the hearing.

"Legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

"Non-attorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.

3. The administrative panel shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the administrative panel may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
 - 3.1. If the administrative panel admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.
 - 3.2. If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
4. If the administrative panel decides not to expel, the expulsion proceedings shall be terminated, and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made. The decision not to recommend expulsion shall be final.
5. If the administrative panel determines to expel, findings of fact in support of the recommendation shall be prepared. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing.
6. The decision of the administrative panel to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided herein, no evidence to expel shall be based solely upon hearsay evidence. The administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
7. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

8. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
9. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the administrative panel to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated herein.
10. In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, evidence of specific instances, of a complaining witness's prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness's prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
11. Before the hearing has commenced, the administrative panel may issue subpoenas at the request of either the principal or principal's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the administrative panel may, upon request of either the principal or principal's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.
 - 11.1. Any objection raised by the principal or principal's designee or the pupil to the issuance of subpoenas may be considered by the administrative panel in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the administrative panel in response to an objection to the issuance of subpoenas shall be final and binding.
 - 11.2. If the administrative panel determines that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for herein.

- 11.3. Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.
12. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the principal or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:
 - 12.1. Notice of the right to appeal the expulsion to the Charter School Governing Board.
 - 12.2. Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable.
 - 12.3. Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.
13. The governing board of the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.
 - 13.1. The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Decision of the Panel

The final decision by the administrative panel will be made within 3 school days following the conclusion of the hearing, unless the pupil requests in writing that the decision be postponed.

The administrative panel will make one of two determinations:

1. Uphold the expulsion.
2. Determine the expulsion was not within the Charter School's guidelines, overturn it, and order that records and documents regarding the proceedings be destroyed and removed from student's record.

Following the final decision of the administrative panel, the administrative panel will send written Findings of Fact to the parent that contain the following information:

1. The outcome of the hearing and the decision of the administrative panel
2. The specific offenses committed by the student for any of the acts listed in the above "Reasons for Suspension and/or Expulsion" section (if expulsion is decided)
3. Notification of the family's responsibility to inform any new district in which the student seeks to enroll of the student's status with the Charter School (if expulsion is decided)
4. Reinstatement eligibility review date (if expulsion is decided)
5. A copy of the rehabilitation plan (if expulsion is decided)
6. The type of educational placement during the period of expulsion (if expulsion is decided)
7. Pupils who are expelled shall be responsible for seeking alternative education programs

Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County for their school district of residence. The school shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the administrative panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Charter School Board following a meeting with the CEO or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The CEO or designee shall make a recommendation to the Charter School Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School enrollment capacity at the time the student seeks readmission.

Notice of Expulsion to Last Known District of Residence

The Charter School shall, in accordance with Education Code § 47605(d)(3), notify the superintendent of the school district of the pupil's last known address within 30 days of expulsion, and shall, upon request of the district, provide the district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. the Charter School must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the

presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
11. If the pupil being expelled requests a public hearing, the complaining witness shall have the right to have his/her testimony heard in a closed session or alternative methods videotaped, etc.

Probation

The administrative panel, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the administrative panel's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

The administrative panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Cal. Ed. Code section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The administrative panel may revoke the suspension of an expulsion order if the pupil commits any of the acts enumerated in Ed. Code section 48900 or violates any of the school's rules and regulations governing pupil conduct. When the administrative panel revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order. Upon satisfactory completion of the rehabilitation assignment of a pupil, the administrative panel shall reinstate the pupil in the school and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the administrative panel to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the Governing Board of the Charter School.

Expulsion Appeals

If a pupil is expelled from the Charter School, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the Governing Board of the Charter School, which shall hold a hearing thereon and render its decision.

The Governing Board shall hold the hearing within 20 schooldays following the filing of a formal request.

The Governing Board shall hear an appeal of an expulsion order in closed session, unless the pupil requests, in writing, at least five (5) days prior to the date of the hearing, that the hearing be conducted in a public meeting. Upon the timely submission of a request for a public meeting, the Governing Board shall be required to honor the request. Whether the hearing is conducted in closed or public session, the Governing Board may meet in closed session for the purpose of deliberations. If the Governing Board admits any representative of the pupil or the school district, the board shall, at the same time, admit representatives from the opposing party. The Governing Board shall render a decision within three schooldays of the hearing unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the student is provided notice of the decision of the administrative panel to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the panel within the prescribed time may not subsequently appeal a decision of the panel to revoke probation and impose the original order of expulsion.

Transcripts

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the administrative panel simultaneously with the filing of the notice of appeal with the Governing Board. the Charter School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request.

The Governing Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the administrative panel, together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the proceedings of the administrative panel may be heard unless a *de novo* proceeding is granted as provided herein.

It shall be the responsibility of the pupil to request a written transcription from the Charter School for review by the Charter School Governing Board. The cost of the transcript, if any, shall be borne by the pupil except in either of the following situations:

(1) Where the pupil's parent or guardian certifies to the Charter School that he or she cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses, or both.

(2) In a case in which the Governing Board reverses the decision of the administrative panel, the Governing Board shall require that the Charter School reimburse the pupil for the cost of such transcription.

Standard of Review

The review by the Governing Board of the decision of the administrative panel shall be limited to the following questions:

(1) Whether the administrative panel acted without or in excess of its jurisdiction.

(2) Whether there was a fair hearing before the administrative panel.

(3) Whether there was a prejudicial abuse of discretion in the hearing.

(4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel.

As used herein, a proceeding "without or in excess of jurisdiction" includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by this article, a situation where an expulsion order is not based upon the acts enumerated herein, or a situation involving acts not related to school activity or attendance.

As used herein, an "abuse of discretion" is established in any of the following situations:

(1) If school officials have not met the procedural requirements of this article.

(2) If the decision to expel a pupil is not supported by the findings prescribed herein as grounds for expulsion.

(3) If the findings are not supported by the evidence.

The Governing Board may not reverse the decision of the administrative panel to expel a pupil based upon a finding of an abuse of discretion unless the Governing Board also determines that the abuse of discretion was prejudicial.

Decision on Appeal

The decision of the Governing Board shall be limited as follows:

1. If the Governing Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the governing board, it may do either of the following:
 - A. Remand the matter to the administrative panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration.
 - B. Grant a hearing *de novo* upon reasonable notice thereof to the pupil and to the administrative panel. The hearing shall be conducted in conformance with the rules and regulations stated herein.
2. If the Governing Board determines that the decision of the administrative panel is not supported by the findings required to be made herein, but evidence supporting the required findings exists in the record of the proceedings, the Governing Board shall remand the matter to the administrative panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing, except that final action to expel the pupil based on the revised findings of fact shall meet all of the following requirements:
 - A. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the administrative panel to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following: 1) Notice of the right to appeal the expulsion to the Governing Board; 2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable; 3) Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.

B. the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

3. In all other cases, the Governing Board shall enter an order either affirming or reversing the decision of the administrative panel. In any case in which the Governing Board enters a decision reversing the administrative panel, the Governing Board may direct the administrative panel to expunge the record of the pupil and the records of the school of any references to the expulsion action and the expulsion shall be deemed not to have occurred.

The decision of the Governing Board shall be final and binding upon the pupil and upon the administrative panel. The pupil and the administrative panel shall be notified of the final order of the Governing Board, in writing, either by personal service or by certified mail. The order shall become final when rendered.

The Executive Director/Principal or Designee shall send a copy of the written notice of the decision to expel to the school district of student's last known residence, within thirty (30) days.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

As an independent LEA member of a SELPA, the Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

1. Services During Suspension

Students with disabilities suspended and/or placed in an interim alternative setting shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days, including placement in an interim alternative educational setting, constitutes a change in placement and a manifestation determination shall be conducted.

An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504, then the Charter School may apply the relevant disciplinary procedures to children

with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing. A hearing officer shall make a determination regarding an appeal requested under 20 USC 1415(k)(3)(A).

The hearing officer may order a change in placement of the child and either return the child to the placement from which the child was removed or order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

When an appeal has been requested by either the parent or the Charter School, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in 20 USC 1415(k)(1)(C), whichever occurs first, unless the parent and the State or local educational agency agree otherwise, and the State or Charter School shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing. In effect, this would allow for a maximum placement in an interim alternative educational setting pending a decision for no more than 30 school days.

4. Special Circumstances

The Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director/Principal or Designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting or change of placement shall be determined by the student's IEP/504 team. A change of placement is a removal from education for more than ten (10) consecutive days or a pattern of removal, even if for less than ten (10) days. For effective change of placement, there first need be:

- a. Notice
- b. Manifestation determination
- c. Continued receipt of special education services

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the District's disciplinary procedures may assert the procedural safeguards granted under these procedures only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- 1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; or
- 2. The parent has requested an evaluation of the child; or
- 3. The child's teacher, or other the Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. the Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Nondiscriminatory Harassment Policy

Statement of Policy

SASCA-CV is committed to providing all students a learning environment that is free of discrimination in accordance with applicable state and federal laws. This nondiscriminatory learning environment is for the benefit of all district students and all students are expected to fully comply with this policy. Additionally, non-district students who have contact with any of SASCA-CV students are expected to conduct themselves in accordance with this policy in any school or school-sponsored activity. Absolutely no one is authorized to engage in conduct prohibited by this policy. In keeping with this commitment to a nondiscriminatory learning environment, SASCA-CV maintains a strict policy prohibiting sexual harassment, discrimination or harassment based on race, ethnic group identification, color, actual or perceived sex, sexual orientation, gender, religion, national origin, ancestry, physical, or mental disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in accordance with applicable state and federal laws.

This policy prohibits all forms of discriminatory harassment through any means including nonverbal, verbal (including derogatory comments, slurs, propositions, teasing, jokes, or taunts), physical (including gestures, touching, obstructing, or otherwise interfering with a person's movement) or visual (including leering, cartoons, drawings, magazines, notes, letters or posters). This policy prohibits all conduct by which any student because of actual or perceived sex, age, race, ethnic group identification, religion, color, national origin, ancestry, physical disability, mental disability, actual or perceived sex, sexual orientation, gender or on

the basis of a person's association with a person or group with one or more of these actual or perceived characteristics is subject to unwelcome, hostile, offensive, intimidating, oppressive or otherwise interfering harassment in an educational setting. Moreover, students will not be excluded on the basis of the aforementioned protected bases from participation in or access to any educational program, guidance and counseling programs, testing procedures, curricular or extracurricular programs, including all sports and other activities; denied the benefits of participation, or subjected to harassment or other forms of discrimination in such programs. Gender means sex and includes a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

The SASCA-CV Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Sexual Harassment

All of the foregoing applies to complaints of sexual harassment. For the purpose of clarification, prohibited sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature where such conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or creating an intimidating, hostile, or offensive educational environment; where submission to such conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress; where submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual; where submission to, or rejection of, such conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the district and its school sites.

Examples of Prohibited Behavior

- Exposing genitals
- Shouting obscenities
- Mooning
- Streaking
- Leaving obscene messages on school computers
- Whistling at other students and/or school employees
- Threatening rape
- Intentionally pressing or rubbing oneself sexually around another person

- Teasing other students and/or school employees about their sexual activity or body.
- Unwanted deliberate hugging, kissing, touching, patting, pinching, grabbing, leaning over, or cornering a student or school employee
- Flipping up skirts
- Pulling down someone's pants, shorts or skirt
- Bra, pants, shorts or skirt snapping
- Continual staring at a person's body
- Sexual or dirty jokes
- Actual or attempted rape or sexual assault
- Unwanted pressure for sexual favors or dates
- Making or mimicking sexual gestures with hands or through body movements
- Unwanted letters or materials of a sexual nature
- Kissing sounds, howling, and smacking lips
- Looking a person up and down
- Sexual rumors
- Comments about the body
- Violating personal space
- Pornographic pictures, posters, drawings or stories
- Offensive displays of sex-related objects
- Offensive graffiti of a sexual nature, racial nature or of any discriminatory basis
- Holding a person against his or her will

Enforcement

Disciplinary action up to and including expulsion will be promptly taken against any student if it becomes known by school officials that such student has engaged in conduct prohibited by this policy.

No Retaliation

No student, employee, or other individuals will be retaliated against, in any manner, for reporting conduct which he or she believes to be a violation of this policy, for participating in an investigation of a possible violation of this policy, or for using the district's Uniform Complaint Procedure.

Complaints

Students who have been subjected to discriminatory harassment have an obligation to immediately report the incident or incidents to the Principal or Principal's designee or the SASCA-CV Title IX Coordinator. The complaint will be processed in accordance with the SASCA-CV Complaint Policy and Procedure. It is encouraged and recommended that students use the SASCA-CV Complaint

Procedure; however, students may seek recourse by pursuing available remedies outside SASCA-CV. The SASCA-CV Title IX Coordinator will make available the specific rule and procedures for reporting charges of sexual harassment and for pursuing available remedies to any party that inquires.

Notifications

Pursuant to Education Code 231.5, a copy of this policy will be displayed in a prominent location in the main administrative building of SASCA-CV or other areas where notices regarding SASCA-CV rules, regulations, procedures and standards of conduct are posted. Also, this policy will be a part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session, as applicable. At the beginning of each school year, SASCA-CV's sexual harassment policy will be included in the notifications that are sent to parents/guardians and will be disseminated to each staff member annually, at the beginning of the first quarter or semester of the school year, or at the time a new employee is hired. This policy will also appear in any school publication that sets forth the school's comprehensive rules, regulations, procedures and standards of conduct. Any teacher, counselor, or school employee who receives a sexual harassment incident report from any student or adult in the educational setting and/or if the alleged incident occurred on school property or school site, or at a school-related or sponsored activity, must report this information to the Principal (or designee) or Title IX Coordinator. The Principal (or designee) is required to submit a report to the Title IX Coordinator in order for the Coordinator to maintain a record of complaints.

ELEMENT 11: RETIREMENT PROGRAMS AND BENEFITS

"The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or Federal Social Security" Education Code §(c)(5)(K).

Retirement Programs

Certificated, non-certificated, and other staff members of SASCA-CV who currently are members of the State Teachers' Retirement System (S.T.R.S.), Public Employees Retirement System (P.E.R.S.), and/or the Federal Social Security System shall continue their participation.

All new staff members to SASCA-CV shall be eligible to participate in the S.T.R.S., P.E.R.S., and/or the Social Security System in compliance with existing laws. The Executive Director is responsible for ensuring that appropriate arrangements for coverage have been made for all eligible SASCA-CV employees and that contributions are properly made and accounted for.

SASCA-CV also reserves the right to offer additional retirement plans as it deems appropriate.

Employee Benefits

Employee compensation and benefits are specified in the Employment Agreement for each employee. The Executive Director and Governing Board shall offer additional incentive compensation to those staff members performing additional responsibilities.

Specific information regarding benefits is made available to employees upon hiring and annually.

ELEMENT 12: ATTENDANCE ALTERNATIVES

"The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools" Education Code §4760S(c)(5)(L).

Pupils who choose not to attend SASCA-CV may choose to attend other public schools in their district of residence or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies of the Chartering Agency.

Alternative schools for students living within the Chartering Agency attendance area will be the same as those offered to all other students currently residing in the Chartering Agency. The parents/ guardians of each student enrolled in SASCA-CV will be informed that said student has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in SASCA-CV, except to the extent that such right is extended by the local education agency.

The governing board of a school district will not require any pupil enrolled in the school district to attend a charter school.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

"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 §47605(c)(5)(M).

No public-school district employee will be required to work at SASCA-CV. Persons employed by SASCA-CV will not be considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at SASCA-CV and who later wish to return to the District will be treated the same as any other former District employee seeking reemployment. All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements. SASCA-CV will not have any authority to confer any rights to return on District employees. Charter School employees will have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law. Employment by SASCA-CV will provide no rights of employment to any other entity, including but not limited to, any rights in the case of closure of SASCA-CV.

ELEMENT 14: DISPUTE RESOLUTION

"The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter" Education Code §47605(c)(5)(N).

Occasionally, a dispute may arise between a charter school and its authorizing district. The intent of the dispute resolution process is to resolve disputes quickly and efficiently in order to minimize the burden on the Authorizer and SASCA-CV.

SASCA-CV and the Authorizer will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. SASCA-CV and the Authorizer will not make public comments during the Dispute Resolution Process.

If the Authorizer determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of SASCA-CV or the Authorizer's oversight obligations, or a dispute otherwise arises between the Authorizer and SASCA-CV, the following procedures shall be followed to resolve the dispute:

1. Should the Authorizer determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
2. In the event that the Authorizer believes that the dispute relates to an issue that could lead to revocation of the charter, participation in the dispute resolution procedures outlined in this Element shall not be interpreted to impede or act as a prerequisite to the Authorizer's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the Authorizer may choose, in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below.
3. If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils, and the Authorizer has not decided to commence revocation procedures, the Authorizer will provide written notification of the violation or issue. The date that this notice is orally provided or sent shall be the "Notice Date." This notice will also constitute the notice required under the provisions of Education Code 47607(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within

ten (10) calendar days after the Notice Date. The Authorizer representative at the meeting will be the Superintendent or the Superintendent's designee, and the SASCA-CV representative will be the Executive Director or Executive Director's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4. Any period of time agreed upon at the meeting for SASCA-CV to attempt to cure the issue shall be deemed and is agreed by SASCA-CV and the Authorizer to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(d) prior to revocation of the charter. Any agreement reached at the meeting held pursuant to this Step 3 shall be memorialized in written correspondence between the Authorizer and SASCA-CV subsequent to the meeting.

4. The Authorizer may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.
5. The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.
6. In the event of a dispute raised by SASCA-CV against Authorizer over the terms of the Charter, SASCA-CV shall put the dispute in writing to the Superintendent or designee, and the Authorizer Superintendent or designee shall meet with the Executive Director or Executive Director's designee to seek resolution within two (2) weeks of receiving the written complaint. After this meeting if resolution is not reached, both parties are free to pursue any other legal remedy available. However, mediation may be commenced with the express agreement of both Authorizer and SASCA-CV. The costs of the mediator shall be borne by SASCA-CV absent an express agreement to split the costs of the mediator both parties. SASCA-CV acknowledges that the authorizer cannot be pre-bound to a contractual obligation to split the costs of mediation or agree to mediation to resolve disputes and that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with EC Section 47604.5, the matter will be addressed at the authorizer's discretion in accordance with that provision of law and any regulation pertaining thereto.

Should any section of this dispute resolution procedure come into conflict with Authorizer policies or procedures after the petition is approved, SASCA-CV is amenable to accommodating such changes through a mutually agreed upon Memorandum of Understanding.

The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School: Sycamore Academy
ATTN: Barbara Hale
P.O.Box 1400
WILDOMAR CA 92595

To San Bernardino County Board of Education:

C/O SBCSS-Charter School Division
760 East Brier Drive
San Bernardino, CA 92408

Internal Disputes

SASCA-CV has an internal dispute resolution process to be used for all internal disputes related to SASCA-CV's operations. Parents, students, board members, volunteers, and staff at SASCA-CV are provided with a copy of SASCA-CV's policies and dispute resolution process. The Authorizer will refer all disputes or complaints it receives not related to a possible violation of the Charter or law or the Authorizer's oversight obligations to SASCA-CV's Executive Director for resolution according to SASCA-CV's internal dispute resolution process. The Authorizer may choose to submit disputes that are related to possible violations of the charter or law or the Authorizer's oversight obligations to SASCA-CV's Executive Director for resolution according to SASCA-CV's internal dispute resolution process. In the event that SASCA-CV's procedures fail to resolve the dispute, the Authorizer agrees not to intervene in the dispute without the consent of the RRCSA Board unless the matter relates to a possible violation of the charter or law or the Authorizer's oversight obligations.

Disputes Relating to Charter Revocation

The Authorizer will follow all procedures contained in Education Code §47607 and the corresponding implementing regulations approved by the State Board of Education in the event that it initiates the charter revocation process.

ELEMENT 15: SCHOOL CLOSURE PROTOCOL

"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 §4760S(c)(5)(0).

Closure Procedures

The following procedures shall constitute the "Closure Protocol" and shall apply in the event Sycamore Academy ceases to be a charter school or otherwise closes for any reason:

Pursuant to 5 CCR 11962, the responsible entity to conduct closure-related activities shall be the Ronald Reagan Charter School Alliance and its Board of Trustees. SASCA-CV is the local educational agency operated by the Ronald Reagan Charter School Alliance and thus the local educational agency would be closed, not the non-profit public benefit corporation operating it.

Any decision to close SASCA-CV as a charter school operating pursuant to this Charter shall be documented by official action of the Ronald Reagan Charter School Alliance Board of Trustees ("Closure Action"). The action shall identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur:

- the Charter is revoked or non-renewed and the Board of Trustees elects not to appeal or otherwise challenge the revocation or non-renewal,
 - the Board of Trustees votes to close SASCA-CV,
 - or the Charter lapses.
1. In the event of a Closure Action, the following steps shall be implemented: The Ronald Reagan Charter School Alliance, the governing board for Sycamore Academy, shall notify the Authorizer of the determination of the Closure Action and of the effective date of the closure as a charter school within five (5) business days of the Closure Action.
 2. SASCA-CV shall send written notification to the home districts of the students that will be returning, within five (5) business days of the determination of the Closure Action. In addition, the Authorizer shall be provided with a list of students indicating their last known district of residence.
 3. Written notification of the Closure Action and the effective date of closure of SASCA-CV shall be made by SASCA-CV to the California Department of Education, the County Superintendent of Schools, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate

(e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security) by registered mail within five (5) business days of the Closure Action. This notice shall also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.

4. Upon closure, Ronald Reagan Charter School Alliance (the non-profit public benefit corporation) shall remain solely responsible for all liabilities arising from the operation of the Charter School.
5. Sycamore Academy shall ensure notification to the parents and students of SASCA-CV of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice shall be provided within ten (10) business days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records and advise parents/ guardians that Sycamore Academy shall provide copies of student information that includes grade reports, discipline records, immunization records, and completed coursework upon request.

Sycamore Academy shall provide the receiving school districts with copies of all appropriate student records within twenty (20) business days from the determination of the Closure Action or within twenty (20) business days of the last student attendance day at SASCA-CV if SASCA-CV is to remain open as a charter school beyond the date that a Closure Action is determined and shall otherwise assist students in transferring to other schools. All transfer of student records shall be made in compliance with the Family Educational Rights and Privacy Act 20 USC Section 1232(g). Sycamore Academy shall ask the Authorizer to store original records of Charter School students.

RRCSA shall store original records of BPA-SD students or shall request the authorizing entity to store those same records in the event of RRCSA's formal dissolution. The nonprofit corporation operating SASCA-CV shall serve as the "responsible entity" to conduct closure-related activities and submit proof that SASCA-CV has secured the services of said entity to conduct closure-related activities. The Board Chair will be the individual responsible for overseeing these procedures. All records of SASCA-CV shall be maintained by the non-profit corporation, Ronald Reagan Charter School Alliance, which operates SASCA-CV upon SASCA-CV's closure. SASCA-CV shall maintain all records until the charter is dissolved and shall to determine a suitable alternative location for storage of the same. SBE shall maintain all records, including financial and attendance records, according to the requirements and timelines in 5 CCR 16023 to 16026.

6. All state assessment results, special education records, and personnel records shall be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
7. As soon as is reasonably practical, Sycamore Academy will prepare final financial records. Sycamore Academy will also have an independent audit completed by an independent auditor included on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six (6) months after closure. Sycamore Academy will pay for the final audit. The final audit will delineate the disposition of all assets and liabilities and provide an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, thus satisfying 5 CCR section 11962 by providing "at least . . . an accounting of all financial assets . . . and other items of material value."
8. Any liability or debt incurred by the Charter School will be the responsibility of Sycamore Academy and not the Authorizer. Sycamore Academy understands and acknowledges that Sycamore Academy will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Sycamore Academy understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the SELPA, as appropriate, and other categorical funds will be returned to the source of funds.
9. Sycamore Academy shall complete and file any annual reports required pursuant to Education Code Section 47604.33.
10. Upon closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, real estate, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Sycamore Academy and, if upon the dissolution of Sycamore Academy, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the Authorizer or Authorizer property shall be promptly returned upon Charter School closure to the Authorizer.
11. For six (6) calendar months from the Closure Action or effective date of the closure, whichever comes first, sufficient staff shall maintain employment to

take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.

12. As the Charter School is operated by Sycamore Academy, a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board shall follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
13. In addition to the final audit, Sycamore Academy shall also submit any required year-end financial reports to the California Department of Education and the Authorizer, in the form and timeframe required.
14. As specified in the Budget (found in the Appendix), Sycamore Academy shall utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous

ADMINISTRATIVE SERVICES

"The manner in which administrative services of the school are to be provided" Education Code §47605(h).

The Board of Trustees will set the Charter School's administrative and fiscal policy. SASCA-CV's Executive Director will ensure that the educational philosophy and mission will be implemented. The Principal will oversee the day-to-day operation of the school. Sycamore Academy may contract with an experienced back office service provider to work in conjunction with our in-house Business Services and/or Human Resources/ Payroll Departments to perform all day-to-day administrative functions.

Policy for the Selection of Contractors

Pursuant to 5 CCR 11967.5.1(c)(3), SASCA-CV will select contract services, including any back-office contract services, according to a board policy that describes the criteria for the selection of a contractor or contractors that demonstrate necessary expertise as well as the procedure for selection of the contractor or contractors.

This policy includes at least twelve criteria that are recognized as a best practice for the evaluation of non-profit contracted for services. These criteria include:

1. Years in business
2. Ability to constantly supply products or services.
3. Ability to supply all the products required or the complete solution.
4. Flexibility to allow changes in orders or product lines.
5. Substantial catalogue of products or range of services.
6. Appropriate supply of internal experts that can address the concerns and questions of the organization adequately.
7. Testimonials and references.
8. Sustainability and financial stability.
9. Competitive pricing.
10. Delivery times for services or goods.
11. Contract terms, including payment and termination terms and conditions.
12. Quality of customer service.

The policy includes appropriate internal control procedures to ensure that all contract approvals follow generally accepted accounting principles, including appropriate documentation to ensure that all criteria are evaluated and assessed

and purchasing is completed according to the requirements of those internal controls.

Accounting and Business Services

The Ronald Reagan Charter School Alliance, the governing board for SASCA-CV, will oversee the work of SASCA-CV's in-house and back office service provider, including, but not limited to: financial reporting, general accounting, payroll, accounts payable/ receivable, budget development, and attendance reporting.

Consultants may also assist SASCA-CV staff and the Board of Trustees on business issues that could arise during the year.

At this time, RRCSA contracts with ICON School Management for several financial and business services including financial reporting, developing and maintaining budgets, required attendance reports, payroll and retirement reporting. While there is no discussion to change this service provider at this time, it is noted that a change in the contracted services occurs within the normal business operations of the Charter school and such a change does not constitute a material revision to the charter.

Criteria for Contract Services

Sycamore Academy will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Sycamore Academy approves only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

FACILITIES

"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 §47605(h).

SASCA-CV will maintain a safe and healthy work and school environment. SASCA-CV will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with California Building Standards Code.

SASCA-CV has requested and received a Field Act compliant facility from the District under Proposition 39 and continues to reserve the right to request and receive a Field Act compliant facility from the District unless the District and SASCA-CV agree to an alternative arrangement.

Beginning in the 2021-2022 school year, SASCA-CV has obtained a private, non-District building, that complies with local city and county ordinances, safety codes, and other relevant codes for the building that the school will occupy. The private facility is located at 13000 Pipeline Ave, Chino, CA 91710. A site plan is attached as an Exhibit to this petition.

- OSHA (Occupational Safety and Health Administration) and Department of Health & Safety regulations will be followed.
- SASCA-CV will account for safety considerations in reviewing the specifications necessary to house the number of students anticipated in grades TK-8.

For SASCA-CV private facilities, campus cleanliness and security will be maintained as follows:

- All buildings comply will with California Building Standards Code, Federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and evidence as such will be on file;
- A safety inspection of the grounds and facilities will occur on at least a monthly basis;
- Employees will report any unsafe conditions, or potential hazards, to the administration immediately; and
- Ongoing communication with law enforcement and local police regarding crime around and within the campus will occur.

SASCA-CV will annually test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained and in an operable condition at all times. SASCA-CV will conduct fire drills as required under Education Code Section 32001.

FINANCIAL STATEMENTS

"The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three year of operation" Education Code §47605(h).

The following documents can be found in the Appendix:

- Five (5) Year Budget Projection;
- Five (5) Year Revenue Projection;
- Five (5) Year Expense Detail;

- Model Assumptions;
- Budget Notes;
- Enrollment Assumptions;
- Payroll and Staffing Detail;
- Five (5) Year Cash Flow Projections; and
- Local Control Funding Formula (LCFF) Schedule.

These documents are based upon the best data available to the petitioners at this time, including the most recent Local Control Funding Formula (LCFF) projections.

Should the Ronald Reagan Charter School Alliance open any additional schools, separate books for each school in its organization will be maintained in accordance with the law (e.g. Education Code § 47605(b)(5)(1)) and will not co-mingle funds between separate Sycamore schools.

POTENTIAL CIVIL LIABILITY EFFECTS

"Potential civil liability effects, if any, upon the school and upon the District" Education Code §47605(h).

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(h) and provide information regarding the proposed operation and potential effects of the Charter School on the District.

Civil Liability

The Charter School shall be operated by Ronald Reagan Charter School Alliance, a California nonprofit public benefit corporation. The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The specific purpose of this corporation is to manage, operate, guide, direct, and promote one or more California public charter schools.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including meetings, reporting, or other requested protocol to ensure the Authorizer shall not be liable for the operation of the Charter School.

The current Bylaws of the Ronald Reagan Charter School Alliance provide for indemnification of the Board of Trustees, officers, agents, and employees. Sycamore Academy shall purchase general liability insurance, Trustees and Officers insurance, and fidelity bonding to secure against risks.

Sycamore Academy shall acquire and maintain general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts shall be determined by recommendation of the Authorizer and Sycamore Academy's insurance company for schools of similar size, location, and student population. The Authorizer shall be named an additional insured on the general liability insurance of Sycamore Academy.

The Sycamore Academy shall implement appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and utilizing dispute resolution, as necessary.

Resources

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