

ROSELAND CHARTER SCHOOL PETITION CHARTER RENEWAL

For the term July 1, 2026 to June 30, 2031

Board of Directors Approved: March 19, 2018
Roseland School District Board Approved: April 18, 2018
Roseland School District Board Re-Approved: June 18, 2018 with Required
Public Hearing Material Revision Board of
Directors Approved: 06/22/21
Material Revision Roseland School District Board Approved: 08/18/21
Roseland School District Board of Trustees Approval: 04/15/26

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AFFIRMATIONS AND DECLARATION

The Roseland Charter School (the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Roseland Charter School, including but not limited to the following:

- The Roseland Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Roseland Charter School declares that it shall not be deemed the exclusive public school employer of the employees of the Roseland Charter School for purposes of the Educational Employment Relations Act. The Roseland School District (the “District”) shall be deemed the exclusive public school employer of the employees of the Roseland Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Roseland Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Roseland Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Roseland Charter School shall admit all students who wish to attend the Roseland Charter School and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces available. In such cases, a public random drawing shall be held to determine admission. Except as required by Education Code Section 47605(e)(2) or Education Code Section 51747.3, admission shall not be determined by the place of residence of the student or the student’s parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)–(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)–(C)]
- The Roseland Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220, including actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristic contained in the definition of hate crimes set forth in Penal Code Section 422.55, or association with an individual who has any of the aforementioned characteristics. [Ref. Education Code Section 47605(e)(1)]
- The Roseland Charter School shall adhere to all provisions of federal law related to students with disabilities, including but not limited to Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.
- The Roseland Charter School shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentialing requirements, as necessary. [Ref. Education Code Section 47605(l); Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Roseland Charter School shall ensure that teachers hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment.

[Ref. Education Code Section 47605(l)]

- The Roseland Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Roseland Charter School shall, for each fiscal year, offer at a minimum the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)–(D).
- If a pupil is expelled or leaves the Roseland 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, upon request, provide the district with a copy of the pupil’s cumulative record, including report cards or transcripts and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year, the district shall provide this information to the Charter School within 30 days if the Charter School demonstrates prior enrollment. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement but shall notify 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. [Ref. Education Code Section 47605(n)]
- The Roseland Charter School shall maintain accurate and contemporaneous written records documenting all pupil attendance and shall make these records available for audit and inspection.
- The Roseland Charter School shall, on a regular basis, consult with parents and teachers regarding the Charter School’s educational programs. [Ref. Education Code Section 47605(d)(2)]
- The Roseland Charter School shall comply with any applicable jurisdictional limitations related to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Roseland Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Roseland Charter School shall comply with all applicable provisions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Roseland Charter School shall comply with the Public Records Act, Government Code sections 7920.000, et seq.
- The Roseland Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99.
- The Roseland Charter School shall comply with the Ralph M. Brown Act, Government Code section 54950, et seq.
- The Charter School shall comply with Government Code Section 1090 et seq., as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act, Government Code section 81000, et seq.

- The Roseland Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Roseland Charter School shall comply with all laws applicable to its independent study program, including but not limited to Education Code Section 51744 et seq.

SUCSESSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM: 2017-2025

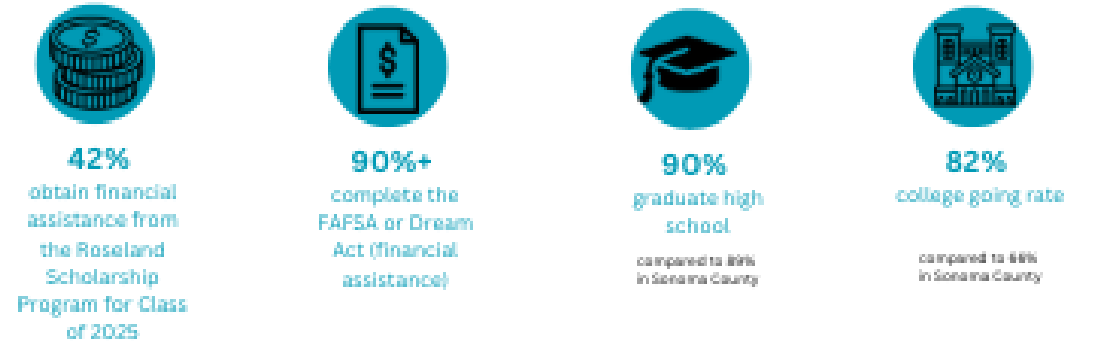
OUR STATISTICS

We assist our students in preparing for, enrolling in, transitioning to, and persisting in college.

Preparing for College



Enrolling for College



Transitioning to College



CHARTER RENEWAL STANDARDS & CRITERIA

California Education Code Section 47607

Petition Elements

Renewals of charters are governed by the standards and criteria described in EC Section 47607. Pursuant to EC Section 47607(b), renewals of charter are governed by the standards and criteria described in EC Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

Performance Categories

Pursuant to EC Section 47607(c), as an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider a charter school's placement under the performance categories, which is based on the charter school's performance under the California School Dashboard (Dashboard). Specific information regarding performance categories is available at Performance Categories.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607 (Also see Appendix B: Historical & Comparison Data).

Written Summary: Roseland Charter School is performing higher than the public schools that the Charter School's pupils would otherwise have been required to attend, as well as most of the demographically comparable schools in the county with regards to CAASPP ELA and Math.

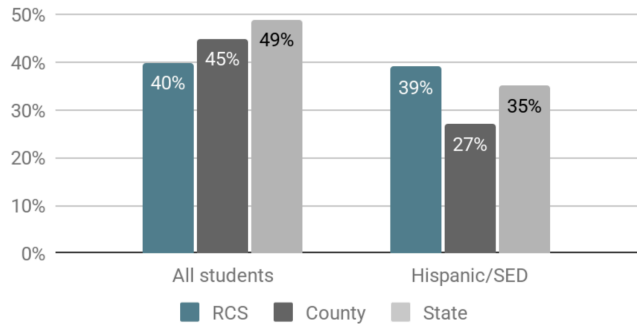
Supporting Documentation:

The numerically significant pupil subgroups of Roseland Charter School are: 95% Hispanic/Latino, 86% Free and Reduced Price Meal-eligible. The charts below demonstrate Roseland Charter's progress and status on the CA Dashboard. Roseland Charter is outperforming the state and county for the English Learner Progress Indicator (ELPI), Graduation Rate, and the Hispanic/Latino subgroups for English Language Arts (ELA) and Math.

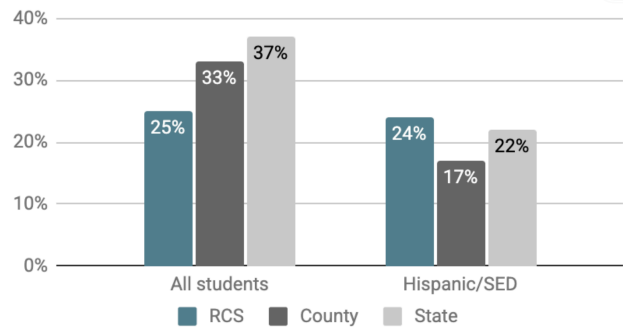
CA Dashboard 3 Year Data

Student Group Report	English Learner Progress			Chronic Absenteeism			Suspension Rate			English Language Arts			Mathematics			Graduation Rate			College & Career		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students	52.7%	40.5%	50.4%	24.4%	21.7%	22.4%	7.9%	5.5%	6.9%	-19.4	-41.6	-31.2	-73.8	-86.2	-77.7	96.8%	92.2%	89.9%	47.9%	42.7%	41.4%
English Learners				28%	20.3%	20.4%	12.1%	8.4%	10.7%	-47.1	-65.2	-57	-97.5	-107.7	-100.3	93.1%	85.7%	84.1%	19.0%	8.9%	20.6%
LTELs		40.3%	52.9%		22.9%	20.1%		8.7%	9.7%		-93.2	-76.5		-135	-118.8		86.5%	85.0%		9.6%	21.7%
Socioeconomically Disadvantaged				23.6%	22.6%	22.4%	8.6%	5.4%	7.0%	-22.3	-42.5	-34.2	-77.1	-87.2	-82.5	96.6%	92.2%	89.8%	46.9%	42.2%	41.6%
Students with Disabilities				39.7%	37.5%	33.3%	15.2%	9.2%	15.8%	-119.2	-139.9	-141.2	-163.7	-192.1	-178.2	89.3%	83.3%	90.9%	7.1%	20.8%	22.7%
Hispanic				23.3%	20.3%	21.9%	7.9%	5.6%	6.6%	-18.5	-41.5	-32	-72.7	-85.9	-79.3	96.7%	92.3%	90.0%	47.9%	44.0%	41.3%

CA Dashboard Comparison Data (2025) ELA Subgroup Comparison to County & State



Math Subgroup Comparison to County & State



	RCS	CA (SED)	CA (Hispanic/Latinx)	Sonoma (SED)	Sonoma (Hispanic/Latinx)
ELPI	50.4%	46.4% (all students)			
Chronic Absenteeism	22.4%	21.7%	20.1%	24%	22.2%
Suspension Rate	6.9%	3.6%	3%	4.6%	4.2%
Grad. Rate	89.9%	86.9%	86.2%	86.9%	88.1%
CCI	42.7%	44.8%	45.1%		

Comparison Data to Local Similar Schools

Similar Schools - Middle School



We have defined “similar schools” as >50% Economically Disadvantaged and >%50 Ever-ELs (EL + RFEP). Roseland Charter is 86% Economically Disadvantaged and 89% Ever-EL.

English Language Arts	
School	Spring 2025
Similar Middle School	53%
State of CA Average (all students)	49%
Roseland Charter (Hispanic, SED)	39%
Roseland Charter (7-8)	37%
State of CA (Hispanic, SED)	35%
Similar Middle School	34%
Similar Middle School	29%
*Sonoma County- Hispanic, SED	27%
Similar Middle School	23%
Similar Middle School	21%
Similar Middle School	14%

Mathematics	
School	Spring 2025
State of CA Average (all students)	37%
Similar Middle School	31%
Roseland Charter (Hispanic, SED)	24%
Roseland Charter (7-8)	24%
State of CA (Hispanic, SED)	22%
*Sonoma County- Hispanic, SED	17%
Similar Middle School	16%
Similar Middle School	14%
Similar Middle School	9%
Similar Middle School	9%
Similar Middle School	9%

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Similar Schools - High School



We have defined “similar schools” as >50% Economically Disadvantaged and >%50 Ever-ELs (EL + RFEP). Roseland Charter is 86% Economically Disadvantaged and 89% Ever-EL.

English Language Arts	
School	Spring 2025
Similar High School	53%
State of CA Average (all students)	49%
Roseland Charter (11th grade)	48%
State of CA (Hispanic, SED, Grade 11)	46%
Similar High School	40%
Similar High School	34%

Mathematics	
School	Spring 2025
State of CA (all students)	37%
Roseland Charter (11th grade)	28%
Similar High School	17%
State of CA (Hispanic, SED, Grade 11)	17%
Similar High School	16%
Similar High School	4%

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Accordingly, the Charter School has met the academic threshold requirements for renewal.

DISTRICT IMPACT STATEMENT

Roseland Charter School

INTENT

This statement is intended to fulfill the terms of Education Code Section 47605(h) and provides information regarding the operation and potential effects of Roseland Charter School on the Roseland School District. This document is intended for informational purposes and to assist the District in understanding how the Charter School may affect the District. This, as an information portion of the document, does not constitute a legally binding contract or agreement, and is not intended to govern the relationship of the Charter School and District, and is not a part of the charter of Roseland Charter School or any related agreements or memoranda of understanding.

CIVIL LIABILITY

Roseland Charter School shall be operated as a California non-profit public benefit corporation. This 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 23701d. The primary objective of the corporation is to provide public education for residents of the State of California, in accordance with the Charter Schools Act, California Education Code Section 47600, *et seq.*

Pursuant to Education Code Section 47604(d), a district that grants a charter to a charter school operated as a non-profit public benefit corporation shall not be liable for the debits or obligations of the charter school, provided the school district complies with statutory oversight responsibilities.

Further, a memorandum of understanding between the Roseland Charter School and the District, detailing the legal and fiscal relationship, shall provide for indemnification of the District.

The corporate bylaws of Roseland Charter School shall provide for indemnification of the Charter School's Board of Directors, officers, agents, and employees, and the Charter School will purchase general liability insurance, and Directors and Officers insurance to secure against financial risks. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Board of Directors will institute appropriate risk management practices, including screening of employees where appropriate, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

ADMINISTRATIVE SERVICES

Charter School Principals will assume the lead responsibility for administering the Charter School under the policies adopted by the Charter School's Board of Directors. The petitioners anticipate that the Charter School will procure most of its administrative services, including but not limited to financial management, personnel and instructional program development through the District. The specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District. Should such services be unavailable from the District such services shall be provided in-house or through a third-party contract.

FACILITIES

Roseland Charter School intends to locate a middle school program, Roseland Accelerated Middle School (“RAMS”), at 1777 West Ave., Santa Rosa, CA 95407; and a high school program, Roseland University Prep (“RUP”) at 1931 Biwana Drive Santa Rosa, CA 95407. The elementary components of Roseland Charter School are located at 1683 Burbank Ave., Santa Rosa, CA 95407.

FINANCIAL STATEMENTS

A financial budget and cashflow for Roseland Charter School is enclosed as Appendix A.

ELEMENT A (1) EDUCATIONAL PROGRAM

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

-Education Code Section 47605(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 Section 47605(c)(5)(A)(ii).

The manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that area accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” through “G” admissions criteria may be considered to meet college entrance requirements.

-Education Code Section 47605(c)(5)(A)(iii)

The Roseland Charter School is a site-based, traditional-calendar charter school serving 7th through 12th grade students. The Charter School also offers a home study program for students in kindergarten through 8th grade. The Roseland Charter School will foster a multi-ethnic, student centered learning environment where all students can achieve excellence in academics. Students will develop socially and emotionally within a safe and nurturing small school environment where they will feel supported in their development as a young adult.

VISION

The vision of the Roseland Charter School is to provide a personalized learning environment for

students that is based on a philosophy where learners construct knowledge and personal meaning from new experiences. The key to operationalizing these underlying principles is found in the Charter School's governance model and is based on community support and broad-based decision-making. Decisions are made by consensus through a process involving staff, parents and community members in discussion, reflection, prioritization of issues, assignment of tasks, date review, assessment, and implementation of improvements. Priorities for school improvement are identified through a self appraisal process and are defined by discrepancies between the vision and the circumstances that actually exist. Roseland Charter School will be based on an educational program for students who are interested and committed to participating in a rigorous core academic program, based upon the State Content Standards, with an educational experience that will support the intellectual, physical, social, and emotional development of a student of the 21st century.

MISSION

The mission of Roseland Charter School is to create a positive learning environment where all students are encouraged and assisted in preparing themselves for high school graduation, post-secondary plan completion, a marketable career and ultimately leadership positions within the community. The Roseland Charter School will provide an academically rich curriculum and pursue excellence in K-12 education where students hold themselves to high academic and personal standards within a student-centered environment emphasizing a challenging core curriculum. The Charter School addresses the educational and personal needs of a culturally diverse student population in order to enable pupils to successfully graduate from high school and successfully complete the post-secondary educational program of their choice.

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

The Roseland Charter School education program has been developed to provide expanded educational choice and opportunities for families in the Roseland community. Roseland Charter School will offer a personalized school setting, rigorous curriculum and strong student support that was developed as a result of families in the Roseland community expressing their desire to ensure their child has access to a rigorous academic program. The Roseland Charter School serves grades 7 through 12, inclusive, whose families have an interest in and dedication to the Charter School's philosophy and vision.

The Roseland Charter School shall be nonsectarian in its admission policies, employment practices, and all other operations. The Charter School shall not discriminate against any student on the basis of the characteristics listed in 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

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

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

- To be academically capable, able to think creatively, make sound decisions, solve problems, and know how to learn.
- To have a deep understanding of the humanities, sciences, and the arts.

- To be capable of using technology as a tool in the pursuit of continued learning.
- To be an exceptional communicator, one who possesses superb skills in many forms of communication.
- To be capable of establishing and completing long- and short-term goals including goals toward healthy life choices.
- To possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity, honesty and ability to collaborate with others successfully.

It is the objective of the Charter School to enable its students to become self-motivated, competent, lifelong learners.

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

- Literacy
- Ability to communicate effectively
- Understanding of the scientific process
- Knowledge of history
- Understanding of the mathematical process
- Ability to think critically, creatively, analytically, and logically
- Ability to gather and organize information
- Ability to critically assess data
- Ability to acknowledge individual achievements, validate personal goals, recognize uniqueness

HOW LEARNING BEST OCCURS

Learning best occurs in a student-centered environment where students are involved with issues they regard as important and meaningful in their own lives. The Charter School will provide:

- A safe and nurturing atmosphere where all diversity is celebrated (ethnic, racial, philosophical, and/or individual);
- A school that treats all youth as gifted and talented by offering an accelerated, academically rich curriculum to all students;
- An educational environment that builds on students' strengths through enrichment activities, independent research, problem solving, creative thinking, music, art, and technology;
- An educational experience that prepares pupils for successful learning opportunities and guarantees each of them the promise of a high school graduation and opportunities for the post-secondary educational program of their choice.
- A place where students have the opportunity to build sustained, caring relationships with their teachers, peers, and other community members;
- A place where all members of the school community (students, parents, staff) collaborate to achieve their school vision by sharing the responsibility and decision-making for curriculum, instructional strategies, and school organization;
- Tiered instruction and activities that allow for alternative responses and solutions;

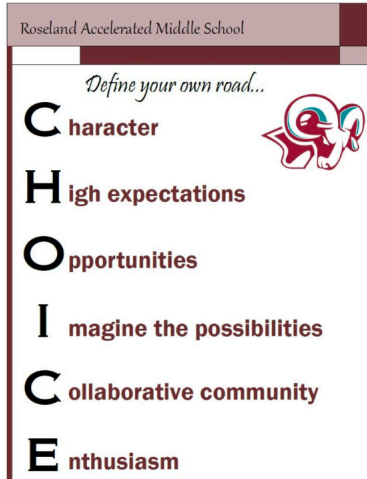
- Consider ideas together with reasoning that includes the ability to compare, contrast, analyze, synthesize, evaluate, and generalize;
- Access and use information using technology and engage in reflective thought.

Learning will best occur when:

- The focus is placed on individual, personalized learning which can provide flexibility for learners to assist in the direction of their own education.
- Parents are challenged to be more deeply involved in their child's education.
- There are high expectations for students, staff and parents.
- Community service roles for learners intertwine the community and the Charter School in partnership.
- Students receive tiered instruction and activities that allow for alternative responses and solutions.
- Teaching methodologies facilitate reasoning that includes the ability to compare, contrast, analyze, synthesize, evaluate, generalize and engage in reflective thought.
- Technology is integrated into the curriculum as a tool to help students achieve academic success.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

Roseland Accelerated Middle School (RAMS) Established in 2003, RAMS serves 7th and 8th grade students. Roseland Accelerated Middle School provides an exceptional educational experience focused on rigorous academic curriculum and school connectedness. The talented staff at RAMS motivates students to reach their potential and strive for greatness. In class, they ensure time for fun and rewards while maintaining high academic expectations. The curriculum at RAMS prepares students for the high school A-G requirements and provides the necessary leadership, life and collaboration skills to prepare students for their college and career goals. The vision statement is CHOICE



Roseland University Prep (RUP): Founded in 2004, RUP serves 9th-12th grade students. Our college bound culture is based on high standards that support a rigorous academic program. Our dedicated teachers foster a culture of learning and commitment to post-secondary preparation for all students. Graduation rates are nearly perfect each year and all students graduate with a plan for their future success. The vision of the Roseland University Prep community is to embody and foster:



Independent Study Program: Independent study may be used as an optional alternative instructional strategy for students, whose needs may be best met through study outside of the regular classroom setting. Independent study offers a means of individualizing the educational plan and enabling students to reach curriculum objectives and fulfill graduation requirements. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study. This is offered to TK-12 students.

Roseland Charter Home Study Program: In addition to our successful 7th through 12th grade programs, we offer a TK-8 Home Study program. Our program is designed as a home school, independent study program that provides powerful learning opportunities that are facilitated, collaboratively, between parent and teacher.

Home Study Highlights include:

- Focus on Students Interests
- Enhanced Learning
- Powerful Connections
- Flexible Learning Options for Family Health Situations
- Academics: Individualized, Flexible, Rigorous, Project-Based, Relevant, Interactive, Standards-Based, Social-Emotional Learning
- Social Opportunities: Field Trips, Physical Education, Environmental Education, Weekly Meetings, League Sports, Science Fair, 6th Grade Outdoor Education, Music Education

Resources: Chromebook Checkout, Library, Online Learning Tools, Home Study Resource Room In addition, site-based opportunities are provided for socialization experiences. This home school program is located on the beautiful Roseland Creek Elementary campus.

Accelerated Schools Process: Roseland Charter School will contribute to educational reform by providing a small learning environment, providing standards-based instruction that has been found to be effective in Title I schools serving disadvantaged students, and through the use of the Accelerated Schools Reform Model. The Accelerated Schools Process, begun at Stanford in 1986, is a comprehensive approach to school reform designed to improve schooling for young people in at-risk communities. Its premise is that youth in at-risk situations have the same potential as their peers in better circumstances. Instead of tracking students into remedial classes and simplifying the content of curriculum, Accelerated Schools hold high expectations for every student and provide each student with powerful learning experiences.

The Accelerated Schools' Powerful Learning teaching methodology will be used at the Roseland Charter School. All teachers will receive specialized and continuous training in how to implement this in their classrooms. Powerful Learning has five theoretical components which shape the delivery of instruction in every classroom. These have proven to be highly effective in engaging students in learning and in improving academic success. Powerful Learning is:

1. Authentic: with activities and content that are immediately meaningful in children's lives;
2. Interactive: where teaching methods enable students to learn by exploration and discovery;
3. Learner-Centered: where instructional strategies are focused around the needs of the students, not the needs of the teacher or the layout of the textbook.

4. Inclusive: where instructional activities incorporate all learning styles, language needs, cultural backgrounds, and gender issues.

5. Continuous: where instruction builds on children's prior knowledge, whatever it may be, and develops avenues for further learning and exploration.

A combination of small and large group instruction will be utilized to deliver the curriculum with additional help available for those who are in need of extra assistance.

The Charter School will work to:

- Create small communities for learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth.
- Teach a core academic program that results in students who are literate, who know how to think critically, lead a healthy life, behave ethically, and assume the responsibilities of citizenship in a pluralistic society. Youth service to promote values for citizenship will be an essential part of the core academic program. Service Learning will provide the mechanism for applied learning opportunities.
- Develop and offer an independent study option for students in accordance with the provisions of Education Code Sections 51745-51749.3.

CURRICULUM

The Charter School's curriculum will be aligned with the California State Content Standards. State standards aligned texts and materials will be used, along with a variety of supplemental resources. The core curriculum will include reading/language arts, mathematics, history/social science, and science. The content standards will define for each subject and grade level the most important knowledge that students must acquire and the skills that they must master. At the high school level, the core curriculum will include University of California "A"- "G" approved courses with additional support and enrichment courses. The Advancement Via Individual Determination ("AVID") program will be offered to provide support to the rigorous academic requirements.

Appropriate grade-level mastery of: academic skills will include, but not be limited to, the following:

- Language Arts: Students will demonstrate strong reading, writing, speaking, and listening skills in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.
- Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts including those within number sense and operations, functions and algebra, geometry and measurement and statistics, data analysis, and probability.
- Social Science/History: Students will understand and apply knowledge in the areas of history, geography, economics, civics, and government in order to serve as citizens in today's world of diverse cultures.
- Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science.

- Language Other Than English: Students will develop communication skills in a language other than English.
- Visual and Performing Arts: Students will develop skills in a visual or performing arts yearlong course such as dance, drama or visual art.

TRANSFERABILITY AND ELIGIBILITY OF HIGH SCHOOL COURSES

The Charter School shall offer courses which meet the University of California A to G requirements and shall inform students and parents on an annual basis as to the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. In addition, Roseland Charter School is accredited by the Western Association of Schools and Colleges.

UNIQUE ASPECTS OF THE EDUCATIONAL PROGRAM

The teachers are expected to prepare students for high school graduation and post-secondary education in a standards-based approach with student-centered learning opportunities. All staff members have a variety of opportunities for professional development, as guided by the Accelerated Schools Process. Action Plans that come from cadre work include plans for staff development that provide the training to implement school reform. Trainings focus on implementation of the California State Content Standards, bringing the Charter School closer to its vision, identifying best teaching practices, and guaranteeing accountability for school-wide goals. An Accelerated Schools coach collaborates with the school administration team, the Charter School's students, and staff to ensure that the details of philosophy, governance structure, and inquiry process are known and accessible by all. Classroom instruction is based on constructivist learning theory.

Technology is available to all students as an integral part of their curriculum and staff members are adequately trained to use computers, multi-media equipment, and other forms of technology in everyday teaching. 1:1 computers are used to enhance the instructional and learning experience. Most teachers use "Google Classroom" to inform students of the required learning tasks and to allow students to submit their assignments online. Teachers are competent in the use of technology for enhancing their lessons, in assisting in their daily work as teachers, in improving their written and audio-visual communication skills (examples include: an online gradebook, Google Classroom, Google Apps for Education), and in utilizing an online gradebook, providing parents with immediate access to student grades. Teachers are encouraged to self-assess the areas where they feel a need for more support and professional development. This is achieved through outside workshops and conferences, as well as through the help of veteran teachers who show great willingness to mentor newer teachers. Peer support teams, informal, or formal and cross grade-level collaboration promote the Charter School as a place for professional and personal growth for every staff member, as well as a place of learning for every student.

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

Teachers are expected to:

- Possess demonstrable professional competence.
- Provide caring emotional support for all students to develop positive educational values.
- Maintain emotionally and physically safe learning environments.
- Implement standards-based education in all core areas of the curriculum.

- Use curriculum materials and assessment practices that are aligned with standards.
- Communicate with students and parents in an ongoing manner regarding student progress and standards and expectations.
- Assign relevant and thoughtful homework linked to content and performance standards.
- Establish the development of foundational and academic literacy for all students as the highest priority in the Charter School.
- Use support personnel effectively, including aides, tutors, and adult volunteers.
- Avoid classroom interruptions.
- Facilitate student access to human services agencies or other appropriate helping organizations.
- Inform students, parents, and the community about the basic and special efforts of the Charter School to help all students meet or exceed required levels of academic proficiency.
- Be encouraged to be innovative.

LEARNING OPPORTUNITIES

- Students will develop a core knowledge of basic information that a person needs to be a successful and productive citizen.
- Students will be given the opportunity to develop strong citizenship and leadership, and the ability to collaborate and work effectively with others within the K-12 community.
- Underlying and utilized throughout each of the core curriculum areas will be additional skills such as: critical thinking, technology, creative expression through various forms of the arts, knowledge of pertinent issues of health, and the development of physical fitness.
- Students will know how to access and use information via the use of electronic equipment/technology.
- Students will locate information from print and digital sources, and validate the quality and integrity of the content.
- Students will participate in a well-articulated physical fitness program that will serve them throughout their lives. The program will include extracurricular sports opportunities.
- Students will participate in visual and performing arts opportunities both as a participant and a spectator to broaden student's awareness.

ENGLISH LEARNERS

The Charter School will meet all applicable legal requirements for 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 standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into

the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the testing service provider. The ELPAC shall be used to

fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Benchmark data and classroom academic performance indicates that the student's skills in English are comparable to those of native English speakers of the same age and grade level. Teachers are to use the CDE recommended OPTEL tool to observe and evaluate EL students' English language proficiency for Reclassification.

Strategies for English Learner Instruction and Intervention

At a minimum these policies and procedures shall ensure the following:

- Identify students who need assistance,
- Develop a program that, in the view of experts in the field, has a reasonable chance for success,
- Ensure that necessary staff, curricular materials, and facilities are in place and used properly,
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and assess the success of the program and modify it where needed.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adherence to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.

- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

STUDENTS WITH DISABILITIES

PUBLIC SCHOOL OF THE DISTRICT

The Charter School has not provided verifiable written assurances that the Charter School will participate as a local educational agency in a special education plan approved by the State Board of Education pursuant to Education Code Section 47641(a). Therefore, the Charter School shall be deemed a public school of the District for purposes of special education, in accordance with Education Code Section 47641(b).

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

NON-DISCRIMINATION

The Charter School shall not deny nor discourage any student from enrollment due to a disability or due to the Charter School’s concerns about its ability to provide appropriate services. The Charter School will comply with all provisions of federal law and implement regulations related to the rights of disabled students and their parents (20 U.S.C. Chapter 33).

The Charter School facilities shall not present physical barriers that would limit an eligible student’s full participation in the educational and extracurricular program offered by the Charter School.

SERVICES

The Roseland Charter School will work with the District to meet the legal requirements pertaining to special education services. These will include, but not be limited to, referrals, evaluations, and qualifications for eligibility, and placements that best meet the needs of the special education students. The details of this partnership will be outlined in the annual operating agreement between the Charter School and the District.

FUNDING

The parties agree that, pursuant to the division of responsibilities set forth in this Agreement, the

Charter School has elected the status of any other public school in the District for the purposes of special education services and funding, and the District has agreed to provide special education services for the Charter School, consistent with the services it provides at its public schools. Consistent with this division of responsibility, The District shall retain all state and federal special education funding allocated for Charter School students through the Special Education Local Plan Area (“SELPA”). The details of the funding provisions will be included in the annual operating agreement between the Charter School and the District.

DISCIPLINE

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

SECTION 504/AMERICANS WITH DISABILITIES ACT

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

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s current Board-approved Local Control and Accountability Plan (“LCAP”), attached as Appendix C.

In accordance with Education Code Section 47606.5, since July 1, 2015, Roseland Charter School has and will continue annually updating its LCAP, including the goals and annual actions to achieve those goals and all other items required pursuant to Education Code Section 47606.5, using the template adopted by the State Board of Education pursuant to Education Code Section 52064.

ELEMENT B (2) MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes identified for use by the charter school “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

- Education Code Section 47605(c)(5)(B)

In order to best serve our students and community, the Charter School will continue to examine and refine its list of student outcomes, including increases in student academic achievement, both schoolwide and for all numerically significant pupil subgroups, over time to reflect the Charter School’s mission and any changes to state or local standards that support such mission.

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s current Board-approved Local Control and Accountability Plan (“LCAP”), attached as Appendix C.

Roseland Charter School will be subject to applicable ESEA, federal, and California state accountability requirements.

ELEMENT C (3) METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

- Education Code Section 47605(c)(5)(C)

Roseland Charter School students will be assessed in each of the core academic areas by a combination of multiple measures including, but not limited to, standardized testing, teacher observations, review of authentic student work portfolios, student journals, student self-evaluation, language fluency assessments, informal reading inventories, oral presentations, individual projects and group projects. The results of these multiple measures will be the basis for changes and improvements in the educational program.

Additional assistance will be offered to those students who need support in reaching their academic and personal goals: peer tutoring, parent or community volunteer assistance, before and after-school tutoring programs, summer school and educating parents regarding how they can help at home.

ELEMENT D (4) GOVERNANCE STRUCTURE OF THE SCHOOL

The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.

- Education Code Section 47605(c)(5)(D)

The Charter School is operated as a California non-profit public benefit corporation, pursuant to California law. As the Charter School is operated as a California non-profit public benefit corporation, the Charter School will be governed pursuant to the corporate bylaws, as subsequently amended pursuant to the amendment process specified in the bylaws, which shall be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws.

Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School, provided the District has complied with all oversight responsibilities required by law.

The Charter School will comply with all applicable federal, state, and local laws that are applicable to public charter schools. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies, in amounts commensurate with the recommendations of the District's insurers for a school of similar type, size, and location.

BOARD OF DIRECTORS

All directors shall be designated by the existing directors. The chairman of the board of directors or, if none, the president, will appoint a committee to designate qualified candidates for election to the board of directors at least thirty (30) days before the date of any election of directors. The Charter School shall have at least a three (3) person corporate Board of Directors (not including the District's representatives).

The membership, term, etc. of the Board of Directors shall be delineated in the corporate bylaws.

In addition to the minimum three members, the District, as the charter granting entity, shall have the right to appoint one (1) representative and one (1) alternate representative to the Corporate Board of Directors. The District Superintendent sits in a non-member advisory role to the Board of Directors.

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

The Board of Directors shall have the following duties:

1. Ongoing approval of the Charter School's budget to be ratified by the District Board.
2. Annual review of the goals/objectives for grades K through 12 within the terms of the Charter.

3. Annual review of assessment standards for grades K through 12 within the terms of the Charter.
4. Annual review of curriculum and supporting materials within the terms of the Charter.
5. Oversight and approval of annual assessment of Charter School program.
6. Advise the District Board through the District Superintendent on any matter affecting the Charter School.
7. Approval of policies and procedures related to the Charter School.

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

ROSELAND SCHOOL DISTRICT BOARD OF TRUSTEES

All duties and operations regarding the Charter School not specifically listed as a duty of the Board of Directors shall be considered a duty of the District Board of the District Trustees (“District Board”) unless otherwise delegated by the District Board to the Board of Directors or other committee as allowed by this charter. These duties include but are not limited to:

1. Ratification of the Charter School budget
2. Management of Charter School personnel including, but not limited to evaluation, discipline, hiring, collective bargaining and grievances
3. All special education services
4. Provision and management of Charter School facilities
5. Transportation of Charter School students
6. Food services for Charter School students
7. Maintenance and operations for the Charter School

The District Board may delegate its authority to the Board of Directors or any advisory committees as needed.

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

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

PARENT INVOLVEMENT

An essential tenet of the philosophy of the Charter School is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants.

Roseland Charter families attend and actively participate in ELAC, Parent Advisory Committees, Parent Conferences, Parent University Events, and other family events on campus. These bodies are vital to our governance. Our active Parent Clubs provide volunteers for school activities and raise substantial funds for our many programs. Parents are consistently surveyed each year to inform the LCAP process and surveyed additionally when needed. Parents are the reason our charter was created and so they are an important component of our school.

Excellence in the Charter School can be better accomplished and maintained if those parents/guardians available to Charter School students participate in the governance of the Charter School. To this end, the Charter School parents will be granted equal representation to Charter School staff on, and be encouraged to participate in the Parent Advisory and DELAC/ELAC committees.

Diversity in the parent population is a great strength that improves the educational program for all. Parents have different philosophies and approaches to their involvement in their children's education. Likewise, parents may contribute in many different ways to the collective responsibility of running the Charter School and making its educational program a success. Recognizing that each parent, like each child, is unique in terms of background, experience, and ability, parents will be encouraged to contribute to the Charter School's success by volunteering their skills, time, and resources to the extent that they are able. To that end, the Principals of the Charter School shall meet or annually survey parents to determine what contribution they may make to the Charter School given their individual time, abilities, and resources. However, neither financial contribution nor volunteer hours shall be used as a criterion for admission or continued enrollment.

Parents are encouraged to attend parent meetings and educational trainings throughout the school year including parent-student conferences. Parents have access to their students' grades and assignments online and can contact the school or teachers anytime via voicemail or email.

SUPERINTENDENT

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

CHIEF FINANCIAL OFFICER

The Chief Financial Officer of the District shall also serve as the Chief Financial Officer of the Charter School.

PRINCIPALS

The Charter School Principals will communicate directly with the Board of Directors and the District Superintendent and District Board as necessary. The Charter School Principals are responsible for the daily administration of the Charter School.

ADMINISTRATIVE SERVICES

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

ELEMENT E (5) EMPLOYEE QUALIFICATIONS

The qualifications to be met by individuals to be employed by the charter school.

- Education Code Section 47605(c)(5)(E)

The Charter School will retain or employ teachers who hold the California teaching certificates, permits, or other document equivalent required for the teacher's certificated assignment. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions. Recommendations for hiring of employees shall be done by the District Superintendent or Charter School administrative designee. Employment of all certificated and classified staff members of the Charter School will be approved by the District Board. The Charter School may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and demonstrated capacity to work successfully in an instructional support capacity.

ELEMENT F (6) HEALTH AND SAFETY PROCEDURES

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:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) 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.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

- Education Code Section 47605(c)(5)(F)

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

The Charter School shall develop a school safety plan, including all safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282, and shall review and update that school safety plan by March 1 of every year.

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

ELEMENT G (7) MEANS TO ACHIEVE STUDENT POPULATION BALANCE REFLECTIVE OF THE ROSELAND SCHOOL DISTRICT

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.

- Education Code Section 47605(c)(5)(G)

The Charter School will strive to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, amongst its student population that is reflective of the population of the territorial jurisdiction of the District. The Charter School shall implement these efforts with a student recruitment strategy aimed at attracting a broad base of students and providing services for Charter School students that would serve a broad base of students.

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

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

ELEMENT H (8) ADMISSION POLICIES AND PROCEDURES

Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).

- Education Code Section 47605(c)(5)(H)

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

There shall be no admission criteria, testing, or other evaluation required of any applicant. The Charter School shall not charge an application fee, nor shall it charge tuition. The Charter School shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of any characteristic described in Education Code Section 220. The Charter School will 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. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School shall admit and enroll all students who wish to attend the Charter School provided that the Charter School's space and capacity is not exceeded.

In accordance with Education Code Section 47605(e)(4)(A), the 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 Education Code Section 47605(e)(2)(B)(iii), including 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. Similarly, in accordance with Section 47605(e)(4)(C), the 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 the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete the following as part of the enrollment processes:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey

4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records (The 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.)

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing are determined in the Charter School's Admission Policy, which currently reflects:

Enrollment Preferences

**Students currently enrolled in RAMS or RUP are exempt from the lottery*

- 1) Students currently enrolled in any Roseland School District program (charter or non-charter) who have been continuously enrolled since October 1st of their First Grade year .
- 2) Students currently enrolled in any Roseland School District program (charter or non-charter) who have a sibling admitted to or attending in the Charter Middle or High School, or who have a sibling that graduated from the Charter High School.
- 3) Children of employees of the Roseland District (charter or non-charter) (not to exceed 10% of the total student population).
- 4) Students currently attending the Roseland District.
- 5) Students residing within the boundaries of the Roseland District.
- 6) Students who do not currently attend any Roseland School District program (charter or non-charter) who have siblings in the Charter Middle or Charter High School.
- 7) All other applicants

**There may be instances at the high school where course work required for graduation by potential new enrollees are not available, therefore priority would be given to those students whose course work is available.*

The Charter School has adopted a policy which shall fully delineate the application and random drawing process.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principals). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random

drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. The Charter School will conduct the lottery in the fall for enrollment in fall of the next school year.

ELEMENT I (9) FINANCIAL AUDIT

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 Section 47605(c)(5)(I)

FISCAL AUDIT

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. The Charter School will utilize the external auditors of the District for an annual independent audit of the Charter School's financial affairs, if available, or shall contract for the same from a third-party provider which is on the State Controller's list of approved educational audit providers, with District approval.

The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and review the Charter School's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the Charter School. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The administration will review any audit exceptions or deficiencies and report to the Charter Board and the District Board with recommendations on how to resolve them. The District Board, with input from the Charter Board, shall determine the manner by which the exceptions and deficiencies will be resolved. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT J (10) PUPIL 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. 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 the pupil's 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 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 the pupil, the pupil's parent or guardian, or the pupil's educational rights holder 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).

- Education Code Section 47605(c)(5)(J)

Pupil Suspension and Expulsion board policy is attached as Appendix D. Updates will be approved by the Board of Directors periodically, as deemed necessary to reflect the most current legal requirements.

ELEMENT K (11) RETIREMENT SYSTEMS

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

- Education Code Section 47605(c)(5)(K)

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

ELEMENT L (12) PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public school attendance alternative for pupils residing within the school district who choose not to attend charter schools

- Education Code Section 47605(c)(5)(L)

No student shall be required to attend the Charter School. Students who opt not to attend the Charter School may attend other schools within their school district of residence, or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT M (13) DESCRIPTION OF EMPLOYEE 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 Section 47605(c)(5)(M)

All employees of the Charter School shall be considered employees of the District, with all the rights and benefits accorded such employees. Charter School employees shall be covered by existing contract conditions and shall be members of the appropriate bargaining units.

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

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

ELEMENT N (14) DISPUTE RESOLUTION PROCESS

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

- Education Code Section 47605(c)(5)(N)

INTENT

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the District, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

PUBLIC COMMENTS

The staff and governing board members of the Charter School and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this Element. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

DISPUTES ARISING FROM WITHIN THE CHARTER SCHOOL

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and the Board of Directors of the Charter School, shall be resolved pursuant to policies and processes developed by the Charter School. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

The District will promptly refer any complaints or reports regarding such disputes to the Board of Directors or the Principals for resolution pursuant to the Charter School's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Charter Board has requested that the District intervene in the dispute.

DISPUTES BETWEEN THE CHARTER SCHOOL AND DISTRICT

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Principal of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written

dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Principals, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Principals, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Principals, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Principals, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

OVERSIGHT, REPORTING, REVOCATION, AND RENEWAL

The District may inspect or observe any part of the Charter School at any time. While informal visits to the Charter School by District representatives will always be welcome, both parties will jointly develop a formal annual site visitation process and protocol to enable the representatives of the District to gather information needed to confirm the Charter School's performance and compliance with the terms of this charter.

If the District Board believes it has cause to revoke this charter, the District Board agrees to notify the Charter School Board of Directors in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action. Exceptions to this process will be made if the violation constitutes a severe and imminent threat to the health or safety of the pupils. The District Board will follow the provisions of Education Code Section 47607 and its implementing regulations in the event it pursues revocation of the charter.

Applications to the District to renew or materially revise the charter shall include all the same information, be processed in the same way, be subject to approval or denial on the same basis, as proposals for new charter schools, except that any renewal approval shall be for a period of five years from the expiration date of the charter and a material modification when approved shall not affect the expiration date of the charter as originally approved. Charter renewals and material revisions shall be considered pursuant to Education Code Sections 47605 and 47607.

ELEMENT O (15) SCHOOL CLOSURE

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

- Education Code Section 47605(c)(5)(O)

The following procedures shall apply in the event the Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of the Charter School will be documented by official action of the District Board and Charter School Board of Directors. The action will identify the reason for closure and shall designate a responsible entity and the name(s) of and contact information for the person(s) to whom responsible inquiries may be made regarding the closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The District Board will promptly notify the parents (guardians) or pupils, the County Office of Education, the SELPA, the retirement systems in which the Charter School's employees participate and the California Department of Education of the closure and of the effective date of the closure; the name of the entity and persons designated above; the pupil's school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The District Board will provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the District Board's decision to close the Charter School.

The District will provide a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible entity designated above.

The District will ensure the transfer and maintenance of all pupil records, all state assessment results, and any special education records to the custody of the responsible entity designated above, except for records and/or assessment results that the charter may require to be transferred to a different entity.

The District will ensure the transfer and maintenance of personnel records in accordance with applicable law.

As applicable, the Charter School will provide parents, students and/or the district with all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. This may serve as the annual audit as well. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The

audit will include at least the following:

- (1) An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
- (2) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
- (3) An assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School shall return any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports. The Charter School shall return any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, shall revert to the District, and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation.

As the Charter School is operated as a nonprofit public benefit corporation, the Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

ELEMENT P (16) ADDITIONAL REQUIREMENTS

A. Liability and Indemnity

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

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

The District will institute and maintain appropriate risk management practices.

B. Term of Charter

The requested term of the charter shall be for five years, from July 1, 2026, to June 30, 2031.

C. Material Revisions

Any material revisions to this Charter must be formally approved by the District Board in accordance with Education Code Section 47607.

D. Financial Plan

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

Attached, as Appendix A, please find a multi-year projection for 2025-26, 2026-27, and 2027-28, including budget assumptions for the 2025-26 through 2029-30 fiscal years.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

E. Centralized Administrative Services

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

Centralized administrative services at the RAMS and RUP will be run in a substantially similar fashion to those at other schools in the District. All "back office" services will be handled by the District.

F. Facilities

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

RAMS and RUP are located within the District boundaries, and will operate from the existing RAMS and RUP school sites at 1683 Burbank Ave. and 1931 Biwana Dr. (respectively) in Santa Rosa, CA.

G: Public School Employer

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(6).

The District will be the exclusive public school employer of all employees of the Roseland Charter for purposes of the Educational Employment Relations Act ("EERA") and for collective bargaining purposes. The District shall comply with the EERA.

APPENDIX

Appendix A: Cashflow Report & Multi-year Projection

Cashflow Report

25-26 First Interim Roseland Charter
 Base Year 2025-26; Actuals through the month of October

Object Range	Budget/Beg. Balance	2025 July	August	September	October	November	December	2026 January	February
A. BEGINNING CASH	16,061,955.20	16,061,955.20	15,360,461.95	15,283,788.64	17,801,742.45	19,321,484.64	15,773,830.34	17,067,287.58	16,401,726.15
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019 15,316,153.00	1,593,115.00	551,407.00	1,797,679.00	992,532.00	992,532.00	1,873,274.41	1,100,117.16	819,204.94
Property Taxes	8020-8079 0.00	—	—	—	—	—	—	—	—
Miscellaneous Funds & LCFF Transfers	8080-8099 3,650,548.00	(723,576.00)	237,114.00	474,228.00	316,152.00	316,152.00	1,062,309.47	228,971.34	—
Federal Revenue	8100-8299 680,750.42	—	—	119,829.00	82,167.00	(36,967.58)	198,098.37	64,671.29	—
Other State Revenue	8300-8599 1,458,097.65	101,912.52	17,427.00	391,369.00	372,776.87	36,653.50	127,765.51	31,368.96	31,368.96
Other Local Revenue	8600-8799 703,464.00	10,879.07	160.10	10,620.53	162,510.07	1,180.00	136,943.38	21,719.88	21,719.88
Interfund Transfers in	8910-8929 0.00	—	—	—	—	—	—	—	—
All Other Financing Sources	8930-8999 0.00	—	—	—	—	—	—	—	—
TOTAL RECEIPTS	21,809,013.07	982,330.59	806,108.10	2,793,725.53	1,926,137.94	1,309,549.92	3,398,391.14	1,446,848.63	872,293.78
C. DISBURSEMENTS									
Certificated Salaries	1000-1999 0.00	—	—	—	—	—	—	—	—
Classified Salaries	2000-2999 0.00	—	—	—	—	—	—	—	—
Employee Benefits	3000-3999 0.00	—	—	—	—	—	—	—	—
Books and Supplies	4000-4999 976,603.86	1,207.87	71,774.11	25,805.92	95,002.92	18,931.48	133,245.94	104,050.51	84,046.47
Services	5000-5999 21,030,122.05	1,186,230.27	172,774.83	159,513.02	181,666.89	4,961,614.07	1,942,251.90	1,942,251.90	2,366,606.71
Capital Outlay	6000-6999 2,519,762.00	—	—	—	—	—	—	—	—
Other Outgo	7000-7499 516,422.00	—	46,369.42	23,419.96	23,376.52	23,333.02	29,436.06	66,107.65	—
Interfund Transfers Out	7600-7629 0.00	—	—	—	—	—	—	—	—
All Other Financing Uses	7630-7699 0.00	—	—	—	—	—	—	—	—
TOTAL DISBURSEMENTS	25,042,909.91	1,187,438.14	290,918.36	208,738.90	300,046.33	5,003,878.57	2,104,933.90	2,112,410.06	2,450,653.18
E. NET INCREASE/DECREASE (B - C + D)	(3,233,896.84)	(701,493.25)	(76,673.31)	2,517,953.81	1,519,742.19	(3,547,654.30)	1,293,457.24	(665,561.43)	(1,578,359.40)
F. ENDING CASH (A + E)		15,360,461.95	15,283,788.64	17,801,742.45	19,321,484.64	15,773,830.34	17,067,287.58	16,401,726.15	14,823,366.75
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									

Object Range	Budget/Beg. Balance	2026 March	April	May	June	Accruals	Adjustments	TOTAL	Variance
A. BEGINNING CASH	16,061,955.20	14,823,366.75	14,823,266.63	13,269,800.94	11,750,160.27	—	—	—	—
B. RECEIPTS/LCFF Sources									
Principal Apportionment									
8010-8019	15,316,153.00	1,592,362.19	819,204.94	819,204.94	1,592,362.19	773,157.25	—	15,316,153.00	—
Property Taxes	8020-8079	0.00	—	—	—	—	—	—	—
Miscellaneous Funds & LCFF Transfers	8080-8099	3,650,548.00	814,072.20	0.00	0.00	675,351.38	249,773.61	3,650,548.00	(0.00)
Federal Revenue	8100-8299	680,750.42	151,807.34	—	—	101,145.00	—	680,750.42	—
Other State Revenue	8300-8599	1,458,097.65	105,362.12	31,368.96	31,368.96	105,362.12	73,993.16	1,458,097.65	0.00
Other Local Revenue	8600-8799	703,464.00	136,943.38	21,719.88	42,124.45	136,943.38	—	703,464.00	—
Interfund Transfers in	8910-8929	0.00	—	—	—	—	—	—	—
All Other Financing Sources	8930-8999	0.00	—	—	—	—	—	—	—
TOTAL RECEIPTS	21,809,013.07	2,800,547.23	872,293.78	892,698.35	2,611,164.07	1,096,924.02	—	21,809,013.07	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	0.00	—	—	—	—	—	—	—
Classified Salaries	2000-2999	0.00	—	—	—	—	—	—	—
Employee Benefits	3000-3999	0.00	—	—	—	—	—	—	—

Books and Supplies	4000-4999	976,603.86	85,192.87	29,716.72	16,296.27	311,332.78	—	—	976,603.86	—
Services	5000-5999	21,030,122.05	2,657,098.78	2,366,606.70	2,366,606.70	726,900.28	—	—	21,030,122.05	—
Capital Outlay	6000-6999	2,519,762.00	—	—	—	2,519,762.00	—	—	2,519,762.00	—
Other Outgo	7000-7499	516,422.00	58,355.69	29,436.05	29,436.05	187,151.58	—	—	516,422.00	—
Interfund Transfers Out	7600-7629	0.00	—	—	—	—	—	—	—	—
All Other Financing Uses	7630-7699	0.00	—	—	—	—	—	—	—	—
TOTAL DISBURSEMENTS		25,042,909.91	2,800,647.34	2,425,759.47	2,412,339.02	3,745,146.64	—	—	25,042,909.91	—
		(3,233,896.84)	(100.11)	(1,553,465.69)	(1,519,640.67)	(19,025.93)	1,096,924.02	—	(3,233,896.84)	
		14,823,266.63	13,269,800.94	11,750,160.27	11,731,134.34	—	—	—		
								12,828,058.36		

E. NET INCREASE/DECREASE (B - C + D)

F. ENDING CASH (A + E)

G. ENDING CASH, PLUS CASH ACCRUALS AND

ADJUSTMENTS

	Object Range	Budget/Beg. Balance	2025				2026			
			July	August	September	October	November	December	January	February
D. BALANCE SHEET ITEMS										
Assets and Deferred										
Outflows	9111-9199	0.00	—	—	—	—	—	—	—	—

Cash Not in Treasury											
Accounts Receivable	9200-9299	0.00	2,161,713.00	—	—	—	—	38,891.28	—	—	—
Due From Other Funds	9310	0.00	—	—	—	—	—	—	—	—	—
Stores	9320	0.00	—	—	—	—	—	—	—	—	—
Prepaid Expenditures	9330	0.00	—	—	—	—	—	—	—	—	—
Other Current Assets	9340	0.00	—	—	—	—	—	—	—	—	—
Capital Assets	9400-9489	0.00	—	—	—	—	—	—	—	—	—
Deferred Outflows of Resources	9490	0.00	—	—	(12,871.50)	(62,550.50)	(40,849.69)	—	—	—	—
SUBTOTAL		0.00	2,161,713.00	—	(12,871.50)	(62,550.50)	(1,958.41)	—	—	—	—
Liabilities and Deferred Inflows											
Accounts Payable	9500-9599	0.00	2,658,098.70	584,013.69	(561.50)	(10,967.34)	(205,366.22)	—	—	—	—
Due To Other Funds	9610	0.00	—	—	—	—	—	—	—	—	—
Current Loans	9640	0.00	—	—	—	—	—	—	—	—	—
Unearned Revenues	9650	0.00	—	—	—	—	1,923.70	—	—	—	—

Long-Term Liabilities	9660-9669	0.00	—	—	—	—	—	—	—	—
Deferred Inflows of Resources	9690	0.00	—	7,849.36	54,722.82	54,766.26	54,809.76	—	—	—
SUBTOTAL		0.00	2,658,098.70	591,863.05	54,161.32	43,798.92	(148,632.76)	—	—	—
Nonoperating										
Suspense Clearing	9910	0.00	—	—	—	—	—	—	—	—
TOTAL BALANCE SHEET ITEMS		0.00	(496,385.70)	(591,863.05)	(67,032.82)	(106,349.42)	146,674.35	—	—	—
E. NET INCREASE/DECREASE (B - C + D)		(3,233,896.84)	(701,493.25)	(76,673.31)	2,517,953.81	1,519,742.19	(3,547,654.30)	1,293,457.24	(665,561.43)	(1,578,359.40)
F. ENDING CASH (A + E)			15,360,461.95	15,283,788.64	17,801,742.45	19,321,484.64	15,773,830.34	17,067,287.58	16,401,726.15	14,823,366.75
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										
D. BALANCE SHEET ITEMS										
Assets and Deferred										
Outflows		0.00	—	—	—	—	—	—	—	—
Cash Not in Treasury	9111-9199	0.00	—	—	—	—	—	—	—	—
Accounts Receivable	9200-9299	0.00	—	—	—	(2,200,604.28)	—	—	—	—
Due From Other Funds	9310	0.00	—	—	—	—	—	—	—	—

Stores	9320	0.00	—	—	—	—	—	—	—	
Prepaid Expenditures	9330	0.00	—	—	—	—	—	—	—	
Other Current Assets	9340	0.00	—	—	—	—	—	—	—	
Capital Assets	9400-9489	0.00	—	—	—	—	—	—	—	
Deferred Outflows of Resources	9490	0.00	—	—	—	116,271.69	—	—	—	
SUBTOTAL		0.00	—	—	—	(2,084,332.59)	—	—	—	
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	0.00	—	—	—	(3,025,217.33)	—	—	—	
Due To Other Funds	9610	0.00	—	—	—	—	—	—	—	
Current Loans	9640	0.00	—	—	—	—	—	—	—	
Unearned Revenues	9650	0.00	—	—	—	(1,923.70)	—	—	—	
Long-Term Liabilities	9660-9669	0.00	—	—	—	—	—	—	—	
Deferred Inflows of Resources	9690	0.00	—	—	—	(172,148.20)	—	—	—	

SUBTOTAL		0.00	-	-	-	(3,199,289.23)	-	-	-
Nonoperating									
Suspense Clearing		0.00	-	-	-	-	-	-	-
TOTAL BALANCE SHEET ITEMS	9910	0.00	-	-	-	1,114,956.64	-	-	-

(3,233,896.84)	(100.11)	(1,553,465.69	(1,519,640.67)	(19,010,924.25.9023)	(3,233,896.84)
	14,823,266.63	13,269,800.94	11,750,160.27	11,731,134.34	-
					12,828,058.36

E. NET INCREASE/DECREASE (B - C + D)

F. ENDING CASH (A + E)

G. ENDING CASH, PLUS CASH ACCRUALS AND

ADJUSTMENTS

Multi-year Projection

25-26 First Interim Report Roseland Charter School

Object	Projected Year Totals	(Cols. C-A/A)	2025-26	% Change	2026-27	% Change	2027-28	
			Projection	(Cols. E-C/C)	Projection Description	Codes (C)	(A) (D)	(B) (E)
A. REVENUES AND OTHER FINANCING SOURCES								
	8010-809							
1. LCFF/Revenue Limit Sources	9		18,966,701.00	-13.86%	16,337,156.00	3.22%	16,863,662.00	
2. Federal Revenues	8100-829 9		680,750.42	0.00%	680,750.42	0.00%	680,750.42	
3. Other State Revenues	8300-859 9		1,458,097.65	-1.58%	1,435,025.22	1.69%	1,459,269.40	
4. Other Local Revenues	8600-879 9		703,464.0	-2.04%	689,125.13	0.59%	693,221.83	
5. Other Financing Sources	8900-892							
a. Transfers In	9		0.00	0.00%	0.00	0.00%	0.00	
b. Other Sources	8930-897 9		0.00	0.00%	0.00	0.00%	0.00	
c. Contributions	8980-899 9		0.00	0.00%	0.00	0.00%	0.00	
6.Total(Sum lines A1 thru A5)			21,809,013.07	-12.23%	19,142,056.77	2.90%	19,696,903.65	
B. EXPENDITURES AND OTHER FINANCING USES								
1. Certificated Salaries								
a. Base Salaries			0.00	---	0.00	---	0.00	
b. Step & Column Adjustment			---	---	0.00	---	0.00	
c. Cost-of-Living Adjustment			---	---	0.00	---	0.00	
d. Other Adjustment			---	---	0.00	---	0.00	
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-199 9		0.00	0.00%	0.00	0.00%	0.00	
2. Classified Salaries (for charter schools Noncertificated Salaries)								
a. Base Salaries			0.00	---	0.00	---	0.00	
b. Step & Column Adjustment			---	---	0.00	---	0.00	
c. Cost-of-Living Adjustment			---	---	0.00	---	0.00	
d. Other Adjustment			---	---	0.00	---	0.00	
e. Total Classified/Noncertificated Salaries (Sum lines B2a thru B2d)	2000-299 9		0.00	0.00%	0.00	0.00%	0.00	
3. Employee Benefits	3000-399 9		0.00	0.00%	0.00	0.00%	0.00	
4. Books and Supplies	4000-499 9		976,603.86	-51.66%	472,117.82	3.32%	487,815.42	

5. Services and Other Operating Expenditures	5000-5999		21,030,122.05	-5.90%	19,789,199.83	2.49%	20,281,293.75
6. Capital Outlay	6000-6999		2,519,762.00	0.00%	2,519,762.00	-60.41%	997,563.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 , 7400-7499		516,422.00	0.00%	516,422.00	0.00%	516,422.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399		0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses	7600-7629						
a. Transfers Out	9		0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699		0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments			---	---	0.00	---	0.00
11. Total (Sum lines B1-B10)			25,042,909.91	-6.97%	23,297,501.65	-4.35%	22,283,094.17
C. NET INCREASE (DECREASE) IN NET POSITION (line A6 minus line B11)			(3,233,896.84)	---	(4,155,444.88)	---	(2,586,190.52)
Object	Projected Year Totals	(Cols. C-A/A)	2025-26 Projection	% Change (Cols. E-C/C)	2026-27 Projection Description	% Change Codes (C)	2027-28 (A) (B) (D) (E)
D. NET POSITION							
1. Beginning Net Position	9791-9795		33,500,510.28	-9.65%	30,266,613.44	-13.73%	26,111,168.56
2. Ending Net Position			30,266,613.44	---	26,111,168.56	---	23,524,978.04
3. Components of Ending Net Position							
a. Net Investment in Capital Assets	9796		0.00	0.00%	0.00	0.00%	0.00
b. Restricted Net Position	9797		0.00	0.00%	0.00	0.00%	0.00
c. Unrestricted Net Position	9790		30,266,613.44	-13.73%	26,111,168.56	-9.90%	23,524,978.04
E. AVAILABLE RESERVES							
1. From Components of Ending Net Position							
a. Unrestricted Net Position	9790		24,912,397.36	---	22,274,714.67	---	20,842,548.41
b. Negative Restricted Net Position (negative balances only)	9792		0.00	---	0.00	---	0.00
2. Total Available Reserves - by Amount			24,912,397.36	---	22,274,714.67	---	20,842,548.41
3. Total Available Reserves - by Percent			99.48%	---	95.61%	---	93.54%
F. RECOMMENDED RESERVES							
1. Calculating the Reserves							
a. Expenditures and Other Financing Uses (Line B11)			25,042,909.91	---	23,297,501.65	---	22,283,094.17

		Unrestricted					
b. Reserve Methodology Selection (Local)		Custom	---	Custom	---	Custom	
c. Reserve Standard Percentage Level		5.00%	---	5.00%	---	5.00%	
d. Reserve Standard - By Percent (Line F1a times F1c)		1,252,145.50	---	1,164,875.08	---	1,114,154.71	
e. Reserve Standard - By Amount		0.00	---	0.00	---	0.00	
f. Reserve Standard (Greater of F1d or F1e)		1,252,145.50	---	1,164,875.08	---	1,114,154.71	
g. Available Reserves (Line E3) Meet Reserve Standard (Line F1g)		MET	---	MET	---	MET	
Object	Projected Year Totals	(Cols. C-A/A)	2025-26 Projection	% Change (Cols. E-C/C)	2026-27 Projection Description	% Change Codes (C)	2027-28 (A) (B) (E)
A. REVENUES AND OTHER FINANCING SOURCES							
	8010-809						
1. LCFF/Revenue Limit Sources	9		18,966,701.00	-13.86%	16,337,156.00	3.22%	16,863,662.00
2. Federal Revenues	8100-829 9		0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-859 9		255,604.65	-13.65%	220,725.62	-2.80%	214,537.93
4. Other Local Revenues	8600-879 9		460,894.00	-3.11%	446,555.13	0.92%	450,651.83
5. Other Financing Sources	8900-892						
a. Transfers In	9		0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-897 9		0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-899 9		(2,176,007.00)	-38.27%	(1,343,227.09)	6.84%	(1,435,085.45)
6.Total(Sum lines A1 thru A5)			17,507,192.65	-10.54%	15,661,209.66	2.76%	16,093,766.31
B. EXPENDITURES AND OTHER FINANCING USES							
1. Certificated Salaries							
a. Base Salaries			0.00	---	0.00	---	0.00
b. Step & Column Adjustment			---	---	0.00	---	0.00
c. Cost-of-Living Adjustment			---	---	0.00	---	0.00
d. Other Adjustment			---	---	0.00	---	0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-199 9		0.00	0.00%	0.00	0.00%	0.00
2. Classified Salaries (for charter schools Noncertificated Salaries)							
a. Base Salaries			0.00	---	0.00	---	0.00

		Unrestricted					
b. Step & Column Adjustment		---	---	0.00	---	0.00	
c. Cost-of-Living Adjustment		---	---	0.00	---	0.00	
d. Other Adjustment		---	---	0.00	---	0.00	
e. Total Classified/Noncertificated Salaries (Sum lines B2a thru B2d)	2000-2999	0.00	0.00%	0.00	0.00%	0.00	
3. Employee Benefits	3000-3999	0.00	0.00%	0.00	0.00%	0.00	
4. Books and Supplies	4000-4999	404,801.21	-23.12%	311,216.60	3.64%	322,537.69	
5. Services and Other Operating Expenditures	5000-5999	16,059,928.77	-6.29%	15,050,178.75	4.90%	15,788,096.88	
6. Capital Outlay	6000-6999	2,519,762.00	0.00%	2,519,762.00	-60.41%	997,563.00	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 , 7400-7499	417,735.00	0.00%	417,735.00	0.00%	417,735.00	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00	
9. Other Financing Uses	7600-7629						
a. Transfers Out	9	0.00	0.00%	0.00	0.00%	0.00	
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00	
10. Other Adjustments		---	---	0.00	---	0.00	
11. Total (Sum lines B1-B10)		19,402,226.98	-5.69%	18,298,892.35	-4.22%	17,525,932.57	
C. NET INCREASE (DECREASE) IN NET POSITION (line A6 minus line B11)		(1,895,034.33)	---	(2,637,682.69)	---	(1,432,166.26)	
D. NET POSITION							
1. Beginning Net Position	9791-9795	26,807,431.69	-7.07%	24,912,397.36	-10.59%	22,274,714.67	
2. Ending Net Position		24,912,397.36	---	22,274,714.67	---	20,842,548.41	
3. Components of Ending Net Position							
a. Net Investment in Capital Assets	9796	0.00	0.00%	0.00	0.00%	0.00	
b. Restricted Net Position	9797	0.00	0.00%	0.00	0.00%	0.00	
c. Unrestricted Net Position	9790	24,912,397.36	-10.59%	22,274,714.67	-6.43%	20,842,548.41	
E. AVAILABLE RESERVES							
1. From Components of Ending Net Position							
a. Unrestricted Net Position	9790	24,912,397.36	---	22,274,714.67	---	20,842,548.41	
b. Negative Restricted Net Position (negative balances only)	9792	0.00	---	0.00	---	0.00	
2. Total Available Reserves - by Amount		24,912,397.36	---	22,274,714.67	---	20,842,548.41	
3. Total Available Reserves - by Percent		99.48%	---	95.61%	---	93.54%	

		Restricted					
Object	Projected Year Totals	(Cols. C-A/A)	2025-26 Projection	% Change (Cols. E-C/C)	2026-27 Projection Description	% Change Codes (C)	2027-28 (A) (B) (D) (E)
A. REVENUES AND OTHER FINANCING SOURCES							
	8010-809						
1. LCFF/Revenue Limit Sources	9		0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-829		680,750.42	0.00%	680,750.42	0.00%	680,750.42
	9						
3. Other State Revenues	8300-859		1,202,493.00	0.98%	1,214,299.60	2.51%	1,244,731.47
	9						
4. Other Local Revenues	8600-879		242,570.00	0.00%	242,570.00	0.00%	242,570.00
	9						
5. Other Financing Sources	8900-892						
a. Transfers In	9		0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-897		0.00	0.00%	0.00	0.00%	0.00
	9						
c. Contributions	8980-899		2,176,007.00	-38.27%	1,343,227.09	6.84%	1,435,085.45
	9						
6.Total(Sum lines A1 thru A5)			4,301,820.42	-19.08%	3,480,847.11	3.51%	3,603,137.34
B. EXPENDITURES AND OTHER FINANCING USES							
1. Certificated Salaries							
a. Base Salaries			0.00	---	0.00	---	0.00
b. Step & Column Adjustment			---	---	0.00	---	0.00
c. Cost-of-Living Adjustment			---	---	0.00	---	0.00
d. Other Adjustment			---	---	0.00	---	0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-199		0.00	0.00%	0.00	0.00%	0.00
	9						
2. Classified Salaries (for charter schools Noncertificated Salaries)							
a. Base Salaries			0.00	---	0.00	---	0.00
b. Step & Column Adjustment			---	---	0.00	---	0.00
c. Cost-of-Living Adjustment			---	---	0.00	---	0.00
d. Other Adjustment			---	---	0.00	---	0.00
e. Total Classified/Noncertificated Salaries (Sum lines B2a thru B2d)	2000-299		0.00	0.00%	0.00	0.00%	0.00
	9						
3. Employee Benefits	3000-399		0.00	0.00%	0.00	0.00%	0.00
	9						
4. Books and Supplies	4000-499		571,802.65	-71.86%	160,901.22	2.72%	165,277.73
	9						

5. Services and Other Operating Expenditures	5000-5999	4,970,193.28	-4.65%	4,739,021.08	-5.19%	4,493,196.87		
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00		
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499	98,687.00	0.00%	98,687.00	0.00%	98,687.00		
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00		
9. Other Financing Uses	7600-7629							
a. Transfers Out		0.00	0.00%	0.00	0.00%	0.00		
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00		
10. Other Adjustments		---	---	0.00	---	0.00		
11. Total (Sum lines B1-B10)		5,640,682.93	-11.38%	4,998,609.30	-4.83%	4,757,161.60		
C. NET INCREASE (DECREASE) IN NET POSITION (line A6 minus line B11)		(1,338,862.51)	---	(1,517,762.19)	---	(1,154,024.26)		
Object	Projected Year Totals	(Cols. C-A/A)	2025-26 Projection	% Change (Cols. E-C/C)	2026-27 Projection Description	% Change Codes (C)	2027-28 (A) (D)	(B) (E)
D. NET POSITION								
1. Beginning Net Position	9791-9795		6,693,078.59	-20.00%	5,354,216.08	-28.35%	3,836,453.89	
2. Ending Net Position			5,354,216.08	---	3,836,453.89	---	2,682,429.63	
3. Components of Ending Net Position								
a. Net Investment in Capital Assets	9796		0.00	0.00%	0.00	0.00%	0.00	
b. Restricted Net Position	9797		0.00	0.00%	0.00	0.00%	0.00	
c. Unrestricted Net Position	9790		5,354,216.08	-28.35%	3,836,453.89	-30.08%	2,682,429.63	
E. AVAILABLE RESERVES								
1. From Components of Ending Net Position			---	---	---	---	---	
a. Unrestricted Net Position	9790		---	---	---	---	---	
b. Negative Restricted Net Position (negative balances only)	9792		---	---	---	---	---	
2. Total Available Reserves - by Amount			---	---	---	---	---	
3. Total Available Reserves - by Percent			---	---	---	---	---	

Description	2025-26 Base Year	2026-27 Year 2	2027-28 Year 3
State Rates			
State Categorical COLA	2.3000%	3.0200%	3.4200%
California CPI	3.0900%	2.8200%	2.7200%
California Lottery - Base	\$190.00	\$190.00	\$190.00
Applied Change Rate		0.0000%	0.0000%
California Lottery - Instructional Materials	\$82.00	\$82.00	\$82.00
Applied Change Rate		0.0000%	0.0000%
Mandate Block Grant	2.3000%	3.0200%	3.4200%
Interest Rate Trend for 10-Year Treasuries	4.5000%	4.3600%	4.4000%
Applied Change Rate		-3.1111%	0.9174%
Federal COLA	0.0000%	0.0000%	0.0000%
ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000%	0.0000%	0.0000%

Description	2025-26 Base Year	2026-27 Year 2	2027-28 Year 3
Local Rates			
LCFF Sources - State Aid, Current Year	\$0.00	\$9,574,373.00	\$9,979,697.00
LCFF Sources - Education Protection Account, Current Year	\$0.00	\$2,656,514.00	\$2,747,366.00
LCFF Sources - Charter In-Lieu of Property Tax Transfer	\$0.00	\$4,106,269.00	\$4,136,599.00
Average Cash Balance	\$0.00	\$0.00	\$0.00
Applied Change Rate		0.0000%	0.0000%

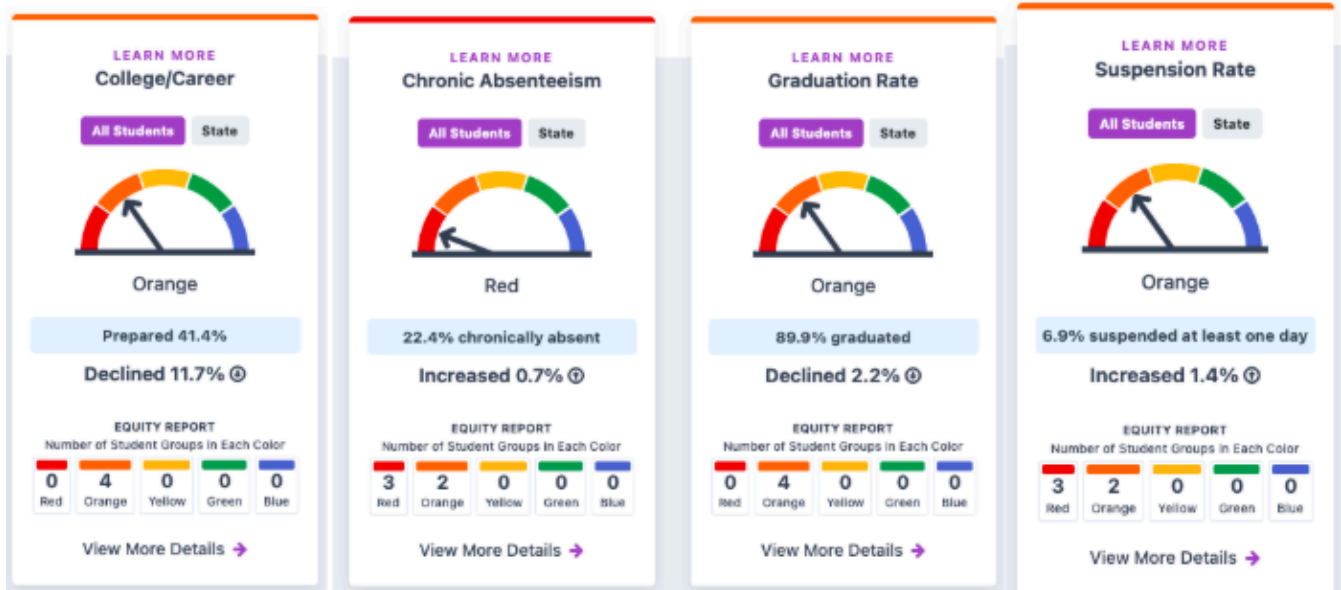
Description	2025-26 Base Year	2026-27 Year 2	2027-28 Year 3
User-defined Rates and Values			

Description	2025-26 Base Year	2026-27 Year 2	2027-28 Year 3
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Other Adjustments			
Other Adjustments - Unrestricted - Expenditures	\$0.00	\$0.00	\$0.00
Other Adjustments - Unrestricted - Other Financing Uses	\$0.00	\$0.00	\$0.00
Other Adjustments - Restricted - Expenditures	\$0.00	\$0.00	\$0.00
Other Adjustments - Restricted - Other Financing Uses	\$0.00	\$0.00	\$0.00

Appendix B: Historical & Comparison Data

Student Group Report	English Learner Progress			Chronic Absenteeism			Suspension Rate			English Language Arts			Mathematics			Graduation Rate			College & Career		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students	52.7%	40.5%	50.4%	24.4%	21.7%	22.4%	7.9%	5.5%	6.9%	-19.4	-41.6	-31.2	-73.8	-86.2	-77.7	96.8%	92.2%	89.9%	47.9%	42.7%	41.4%
English Learners				28%	20.3%	20.4%	12.1%	8.4%	10.7%	-47.1	-65.2	-57	-97.5	-107.7	-100.3	93.1%	85.7%	84.1%	19.0%	8.9%	20.6%
LTELs	40.3%	52.9%			22.9%	20.1%		8.7%	9.7%		-93.2	-76.5		-135	-118.8		86.5%	85.0%		9.6%	21.7%
Socioeconomically Disadvantaged				23.6%	22.6%	22.4%	8.6%	5.4%	7.0%	-22.3	-42.5	-34.2	-77.1	-87.2	-82.5	96.6%	92.2%	89.8%	46.9%	42.2%	41.6%
Students with Disabilities				39.7%	37.5%	33.3%	15.2%	9.2%	15.8%	-119.2	-139.9	-141.2	-163.7	-192.1	-178.2	89.3%	83.3%	90.9%	7.1%	20.8%	22.7%
Hispanic				23.3%	20.3%	21.9%	7.9%	5.6%	6.6%	-18.5	-41.5	-32	-72.7	-85.9	-79.3	96.7%	92.3%	90.0%	47.9%	44.0%	41.3%



Appendix C: LCAP Summary

Roseland Charter School 2025-2026 LCAP Goals and Actions

Goal 1: Well Rounded Educational Program	Goal 2: Academic and Social/Emotional Support	Goal 3: Climate, Culture, Operations
Categories / Focus Areas		
<ol style="list-style-type: none"> 1. Staffing 2. Supplemental Materials & Technology 3. Professional Development & Collaboration 4. Instructional Materials/Textbooks 5. College & Career 6. School/classroom budgets for basic services and supplies 7. Enrichment 	<ol style="list-style-type: none"> 1. Academic Support Staff 2. Social/Emotional Wellness Support Staff and Services 3. Special Education 4. Health Services 5. Multilingual Support 6. Academic Support Services including After School & Summer Programs 7. School Climate, Student Engagement and Attendance 	<ol style="list-style-type: none"> 1. Welcoming and Equitable School Culture 2. Family Engagement 3. Safety 4. Facilities 5. Nutrition Services 6. Transportation 7. Technology-Base 8. Operations

Goal #1: Well Rounded Educational Program
Provide a well-rounded education with access to a robust and engaging curriculum as well as enrichment, technology and extracurricular activities.

#	Action Category	Descriptions of Actions	Metrics
1.1	Base Staffing <i>(Base)</i>	<ul style="list-style-type: none"> ● Provide a Highly Qualified Teaching staff to all students. ● Provide a high quality district and site leadership team (principals & superintendent). ● Maintain district office and school office staff. ● Ensure students are safe on campus (Instructional assistant supervision). ● Provide qualified substitute coverage for teacher absences (illness, personal leave, maternity leave, etc.). 	100% Highly qualified

1.2	Supplemental Materials, Assessment & Technology <i>(Sup/Con)</i>	<ul style="list-style-type: none"> ● Review, modify and implement math and ELA assessment plans including: administration of STAR 360 (ELA and math, and other identified site/district level assessments). ● Continue to fund and utilize Illuminate Data Management system to facilitate our data collection and analysis to monitor student progress for all students including ELs, foster youth, etc. ● Replace technology devices, charging carts, and related technology services according to the replacement schedule in order to maintain student access to technology, which includes: 1:1 access to devices (e.g. Chromebooks) in grades TK-12, Necessary teacher/staff & classroom technology (laptop, printer, document camera, LCD projector, etc.) ● Provide funds for technology staff and supplemental costs related to increased technology access (technology department staff, hardware, software, lab equipment, etc.). ● Purchase supplemental materials, services and/or software needed to increase student achievement and student engagement, as well as enhance student learning at school and at home, as prioritized through ASP and/or district identified needs. ● Provide funding to purchase individualized learning software and related materials to support student achievement in literacy, ELD, and mathematics. 	100% Broad Course of Study 100% of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services.
1.3	Professional Development & Collaboration <i>(Sup/Con, Title II, IV)</i>	<ul style="list-style-type: none"> ● Fund five calendared professional development days to support closing of the achievement gap and attainment of LCAP goals for low income, English learner, and foster youth. ● Provide funding necessary to carry out professional development & staff collaboration opportunities to ensure growth and achievement for all students including ELs, low-income, and Foster/Homeless Youth. ● Topics are prioritized through the Accelerated Schools Process and by district-identified needs. ● Fund North Coast Teacher Induction Program (NCTIP). ● Provide focused time for staff collaboration (both general education and special education teachers) and data analysis. ● Continue to support Accelerated Schools Process (ASP) inquiry work to help determine site/district-wide action plans to support student achievement. ● Review/revise/modify existing ASP action plans and identify implementation process and timeline. 	Youth Truth - staff survey PD MS - 86% HS - 45%
1.4	Instructional Materials <i>(Base and Lottery)</i>	<ul style="list-style-type: none"> ● Purchase & implement standards-based district-adopted curriculum for the core content areas, including replacement/consumable materials. ● Ensure students have access to standards-based curriculum and instruction to support student achievement. 	CAASPP ELA: Orange (-42) Math: Orange (-86)

			<p>100% instructional materials</p> <p>0 Williams Act Complaints</p> <p>IMPLEMENTATION OF THE STANDARDS (Local Indicator-CA Dashboard)</p>
1.5	<p>College and Career</p> <p><i>(Sup/Con, LREBG)</i></p>	<ul style="list-style-type: none"> • Continue to fund the AVID Program including: elective class, summer institute, site & charter AVID Coordinator positions, AVID contract, and necessary materials. • Continue to fund college and career guidance and support staff positions. • Continue to support college and career activities/programs such as: college field trips, mentor program • Provide funds to support college preparatory tests such as SAT, ACT, and Advanced Placement (AP) for low income students. • Support implementation of the Special Education Plan targeting post-secondary outcomes for students with Individual Education Plans (IEP). 	<p>50% A-G</p> <p>0% CTE</p> <p>0% CTE & A-G</p> <p>EAP Results (College readiness - ready or conditionally ready)</p> <p>Math:20%</p> <p>ELA: 41%</p> <p>__% of pupils who have passed the AP exam with a</p>

			score of 3 or higher (Class of 2024)
1.6	School/Classroom Budgets for Basic Supplies/Services (Base- site level funds)	<ul style="list-style-type: none"> ● Classroom Budgets: Provide school site/classroom budgets for basic supplies, materials and services 	Base funded
1.7	Enrichment (Sup/Con site level funds, CCSPP)	<ul style="list-style-type: none"> ● Provide ongoing enrichment opportunities for students during and after school throughout the year (such as music, art, drama, sports) ● Classroom Budgets: Provide funds to augment school/classroom budgets for materials, supplies, and services that allow for students to participate in enriched learning opportunities that support them attain academic goals (i.e. assemblies, field trips, etc:). ● Support secondary sites with the exploration, identification, and implementation of additional elective courses. 	Attendance Rate (Aug.-March) ___% Chronic Absenteeism Rate (CA Dashboard) - Orange 22% Youth Truth Student Survey: Overall Engagement MS - 41% HS - 53%

Goal #2: Academic and Social/Emotional Support

Increase student achievement and social/emotional wellbeing for all students, with an emphasis on closing the achievement gap and attaining equity for English language learners, students from socioeconomically disadvantaged backgrounds, and students with disabilities.

#	Action Category	Descriptions of Actions	Metrics
2.1	Academic Support Staff <i>(Sup/Con)</i>	<ul style="list-style-type: none"> Leadership and support: Provide the district and school sites with the necessary leadership/personnel that will effectively support student achievement. Such leadership will possess the necessary skills to: plan professional development, facilitate Accelerated Schools Process work, monitor student progress, oversee intervention services and implementation of site/district-wide action plans, support teachers in meeting the needs of English Learner through in-classroom coaching, student data chats, English Learner focused trainings, etc. (Academic Dean and Director of Secondary Education). Instructional Assistants: Continue to fund qualified instructional assistants to support student achievement and implementation of tier one interventions for universal access/small group instruction. Whenever possible recruit and hire bilingual (Spanish/English) personnel. 	# of subgroups at the red level in -ELA: 2 (LTEL, SWD) -Math: 1 (EL,LTEL, SWD) -ELPI -CCI (EL, LTEL) ELPI: Red (41%)
2.2	Social/Emotional Wellness Support Staff and Services <i>(Sup/Con, Title I, CCSPP)</i>	<ul style="list-style-type: none"> Continue to fund Student Service Managers (SSM) to provide behavioral support, facilitate schoolwide activities, and promote student motivation and school connectedness. Continue to provide site level student counseling services to include: conflict management, social emotional support, college and career awareness and necessary materials. Maintain additional school psychologist FTE to provide increased/ improved services for tier two behavior supports, crisis support & risk assessment, and student achievement. Implement K-12 Multi-Tiered Systems of Support (MTSS) action plan. 	YouthTruth Family Survey - Percent of parents who indicate the school provides the guidance necessary to help the child succeed. MS - 92%

			HS - 85%
2. 3	Special Education <i>(Base, State SpED 6500)</i>	<ul style="list-style-type: none"> • Continue to fund the necessary special education staff (Director of Special Education Services, Psychologists, RSP, Speech, Instructional Assistants, etc.) to ensure mandated Special Education Services are delivered. • Support ongoing collaboration and planning meetings to monitor the academic progress of students receiving special education services, better align our special education program with the general education program and meet students' individual needs. • Support teacher collaboration for curriculum alignment and/or modifications, as needed. Additionally, Special Education staff and General Education staff meet regularly during SAT/SAW time to discuss student progress, differentiation, and student supports. • Provide additional supports (staff, materials, time, etc.) as needed to ensure proper implementation of the CDE approved 2024-25 Special Education CIM plan (Compliance Improvement Monitoring) which focuses on improving the outcomes for Students with Disabilities in the following areas: English Language Arts and Mathematics Achievement (State Performance Plan Indicator 3c) , Post Secondary Outcomes - Higher Education (State Performance Plan Indicator 14a), Post Secondary Outcomes - Higher Education or Competitive Employment (State Performance Plan Indicator 14b). 	CA Dashboard SWD Indicators ELA: Red (-140) Math: Red (-192) 100% of students with disabilities who are provided with access to legally required programs and services. Youth Truth Family Survey: 82% (MS) and 52% (HS) of parents with SWD responded that Parent/family members are included in planning school activities.

2.4	Expanded Health Support Services <i>(Sup/Con)</i>	<ul style="list-style-type: none"> ● Provide school nursing services ● Provide health assistants to support school sites in providing expanded health support service needs 	Youth Truth Family Survey Resources (Overall Indicator) MS: 91% HS: 80% Attendance Rate (Aug.-March) ___%
2.5	Multilingual Support <i>(Sup/Con, Title III)</i>	<ul style="list-style-type: none"> ● Implement EL Master Plan, which includes professional development and a detailed description of our language acquisition programs. ● Provide additional staff, services, & materials for Multilingual Learners ● Continue to support a Teacher on Special Assignment position to oversee all mandated/required services for English Learners inclusive of: administration of the English Learner state test (ELPAC), including substitute teachers; redesignation process (RFEP), monitor RFEP students' progress towards proficiency in the Common Core State Standards for four years. ● Implement a plan to address the needs of Long-term English Learners. Provide additional staff, services, & materials needed to effectively support English Learner Students. Identify and provide multiple supports for newcomer students such as digital language learning software or applications. ● Continue to provide bilingual staff for the district and school office to support Spanish speaking parents/families. ● LTEL/Newcomer Support Teacher ● Multilingual students with disabilities will be provided with goals and services that are linguistically appropriate, and will be provided with appropriate accommodations for state testing and EL reclassification as determined by IEP teams 	ELPI: Red (41%) 15% LTEL 100% EL ACCESS to CA Standards including ELD Standards ___% - Reclassification Rate (Dataquest 2020-21) <1% Mis-assignments of teachers of

			EL
2.6	Academic Support Services including After School & Summer Programs <i>(Sup/Con)</i>	<ul style="list-style-type: none"> Continue to fund academic support programs and/or school site intervention plans in order to increase student achievement. Implement a charter-wide Independent Study program and/or software for students who benefit from a non-traditional school setting as well as options for credit recovery. <p>After School Support: Continue to provide afterschool programs to support academic achievement, enrichment, and afterschool care for students. Explore additional agencies to partner with to increase/enhance the level of support and opportunities provided for students (i.e. tutoring services, academic clubs, self-paced online programs/software, etc.)</p> <p>Summer School Program: In partnership with local agencies provide summer learning experience to support/address accelerated learning. Establish and implement a summer school program to support high school students who failed one or more courses.</p>	CAASPP % standard not met ELA: 35% Math: 52% Dropout Rate (Dataquest 2016-17) MS: 0% HS: .5% Grad. Rate: Yellow (92%) 50% A-G
2.7	School Climate, Student Engagement and Attendance <i>(Sup/Con, LREBG)</i>	<p>Systems of Support:</p> <ul style="list-style-type: none"> Implement a charter-wide tiered system of support for chronically absent students (i.e. Multi-tiered Systems of Support (MTSS)) Ensure support for Foster Youth and Homeless students to ensure the charter is adhering to state mandates, and most importantly, the students have access to and receive the necessary support. Decrease Suspension Rate through Alternatives to Suspensions, including Saturday School. Increase Secondary Student Engagement through community partnerships and increased course offerings. Additional monitoring and support will be provided for who are at risk of being Chronically Absent The district and school sites will work collaboratively to develop an attendance campaign to work towards increasing attendance back towards pre-pandemic numbers. (costs for this action item are included in previous actions/services) Each school site will implement positive discipline practices and develop a plan to implement alternative measures to suspension 	Suspension: Yellow 5.5% <1% Expulsion Attendance Rate (Aug.-March) ___% Chronically Absent: Orange 22%

Goal #3: Climate, Culture, Operations

Ensure a safe, equitable and inclusive learning environment, welcoming school culture and other services that support daily operations.

#	Action Category	Descriptions of Actions	Metrics
3.1	<p align="center">Welcoming and Equitable School Culture (Sup/Con)</p>	<ul style="list-style-type: none"> Continue to provide services and actions that promote welcoming, equitable, and safe school cultures that include respect for and acceptance of all abilities, ethnicities, cultures, racial identities, religions, sexual-orientations, gender-identities and gender expressions. 	<p>Youth Truth Family Survey - My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders.)</p> <p>MS: 97% HS: 89%</p>
3.2	<p align="center">Family Engagement (Sup/Con)</p>	<ul style="list-style-type: none"> Provide parent workshops/parent education opportunities Continue to utilize the site and district staff to support community relations and parent/family communication. Utilize Parent Square as a two-way communication at the district, site and classroom level. Continue to implement monthly parent meetings such as: Parent Club, Parent Coffee at each school site to inform parents of school wide events, educational goals, and how to support their child(ren)'s education. (funds to support this item are in school site funds 1.5 and 1.6) Continue with a second round of parent conferences for parents of middle school students 	<p>Parents/guardians feel empowered to play a meaningful role in decision-making at school (Youth Truth)</p> <p>MS: 69% HS: 50%</p>

		<p>needing additional support in order to increase parent communication related to student achievement, educational goal setting, and supporting learning in the home. (no additional cost)</p> <ul style="list-style-type: none"> ● Conduct school wide events that promote a strong school culture & increased student and family engagement (e.g. Graduation, Portfolio Day, Prom, Grad Night, Family BBQ, Senior Awards Night, Scholarship Interviews, Career Day, etc.). (funds to support this item are in school site funds 1.5, 1.6, 2.6) ● Encourage and support all parents, and especially parents of students with disabilities to participate in district/school-based committees and/or decision making groups such as the District English Learner Advisory Committee (DELAC), Community Advisory Committee, etc. ● Continue to partner with community organizations to increase family engagement. 	<p>Spanish-speaking parents/guardians feel included in planning school activities (Youth Truth) MS: 82% HS: 69%</p>
3.3	Safety (RESIG Safety Credit, Sup/Con)	<ul style="list-style-type: none"> ● Implement school safety plans, including preparedness for emergency situations (training on procedures, drills, etc.). ● Provide training and necessary materials and supplies to properly and effectively implement school safety plans, including preparedness for emergency situations. ● Continue partnership with local agencies to provide the necessary measures to ensure our students' safety. ● Continue to fund a Safety Coordinator. 	<p>Youth Truth - Overall Safety Staff (MS): 73% Family (MS): 68% Students (MS): 58%</p> <p>Staff (HS): 61% Family (HS): 66% Students (HS): 56%</p>
3.4	Facilities (Base)	<ul style="list-style-type: none"> ● Maintain adequate, safe, and secure school facilities. ● The Facilities Director and superintendent or designee will communicate with school site principals and complete campus walkthroughs to determine necessary repairs and ongoing priorities for facilities. ● Provide funds to pay long-term debt for facilities costs. 	<p>FIT (Overall) - Good</p>
3.5	Nutrition Services	<ul style="list-style-type: none"> ● Continue to offer universal breakfast & healthy lunch options. 	<p>No cost</p>
3.6	Transportation	<ul style="list-style-type: none"> ● Provide additional transportation services/busing to and from school to ensure that 	<p>Attendance Rate</p>

	<i>(Sup/Con)</i>	socio-economically disadvantaged pupils, foster youth, and English Learners arrive safely to and from school and maintain good attendance.	(Aug.-March) __%
3.7	Technology (Base) <i>(Sup/Con)</i>	<ul style="list-style-type: none"> ● Provide software, hardware, materials, equipment, infrastructure and services necessary to support ongoing technology needs & implementation of district technology plan, including Director of Technology and Information Services. 	Sup/Con 100% of students have access to a technological device when needed
3.8	Operations <i>(Base)</i>	<ul style="list-style-type: none"> ● Fund other ongoing necessary services and supplies to operate school sites and the charter, including: legal, auditing, membership fees, postage, mileage, printing, equipment rentals, negotiations costs, educational consultants, startup funds, materials & incentives, etc. ● Provide funding to maintain the Roseland Charter Board of Directors (meeting costs, trainings, supplies, and services as needed). 	Base funded

Appendix D: Suspension & Expulsion Charter Board Policy

Student Policy #6

Pupil Suspension and Expulsion Policy

This Pupil Suspension and Expulsion Policy (the “Policy”) for Roseland Charter School (“School”) has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. Additionally, Charter School staff will use proactive, equity-minded approaches as well as restorative practices to identify and treat root causes of student behaviors so that alternatives to suspensions/expulsions are considered and suspensions/expulsions are minimized. This Policy and its Procedures will be printed and distributed annually as part of the First Day Packets which will clearly describe discipline expectations. 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 this Policy, corporal punishment does not include an employee’s use of reasonable force necessary to protect the employee, students, staff or other persons from imminent threat of harm or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians¹ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Director’s 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.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education

¹ The Charter School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term “parent/guardian” shall include these parties.

Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student 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 student or the student’s parent/guardian and shall inform the student, and the student’s parent/guardian of the basis for which the student is being involuntarily removed, and the student’s parent/guardians right to request a hearing to challenge the involuntary removal. If a student’s parent, guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, e-cigarettes, vape pens, and betel. This section does not prohibit the use of their own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: 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.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "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:
 - i. 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.

- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “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:
- i. A message, text, sound, video or image.
 - ii. 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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-Bullying). 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.
 - (b) 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 subparagraphs (1) and (2) 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) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 (1).

- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

The Director or designee may use their discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: 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.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "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:
 - i. 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "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:
 - i. A message, text, sound, video, or image.
 - ii. 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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.
 - (b) For purposes of this policy, “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.
- 3) Notwithstanding subparagraphs (1) and (2) 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.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Step One. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's 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 Director or designee.

The conference may be omitted if the Director 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 Director or designee shall investigate the incident and determine whether or not it merits suspension.

Searches: In order to investigate an incident, a student's attire,² personal property, vehicle or school property, including books, desks, school lockers, computers and other electronic devices, may be searched by a Principal or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. Illegally possessed items shall be confiscated and turned over to the police.

Step Two

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the Director or designee and the student in which the student shall be orally informed of the reason for the suspension, the evidence against that student, the other means of correction that were attempted before the suspension and be given the opportunity to present informal proof of that student's side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, by telephone, by email or in person to inform that person of the suspension and the reasons therefor and the employee may state the date and time when the student may return to school.

If a student is suspended without the informal conference, both the student and the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, will be notified of a student's right to return to school for the purpose of a conference.

The parent or guardian of a student, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, shall respond without delay to a request from school officials to attend a conference regarding the student's behavior.

Penalties shall not be imposed on a student for failure of the student's parent or guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, at the conference.

² This does not include removing clothing to permit visual inspection of the under clothing, breasts, buttocks or genitalia of the pupil.

Step Three

The Director or designee determines the appropriate length of the suspension (up to 5 days). When suspensions do not include a recommendation for expulsion, they shall not exceed 5 consecutive school days per suspension.

Step Four

The Director or designee fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, and to the student. A copy of this form is also placed in the student's cumulative file at the School. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of their side of the case. Additionally, if the School officials wish to ask the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Step Five

The Director or designee determines whether the offense warrants a police report. The Director or designee will report certain offenses to law enforcement authorities consistent with Education Code section 48902.

When the Director or designee releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the Director or designee shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the Charter School Board of Directors following a hearing before it.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the student has committed an expellable offense.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and his/her parent/guardian. The Director or designee will notify the student and his/her parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing edited to delete the name and identity of the witness;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. 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 their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their theirchoosing present in the hearing at the time they testify, 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' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which they may leave the hearing room.
4. The entity 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 entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are 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 entity 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' presence is both desired by the witness and will be helpful to the Charter 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 their discretion to remove a person from the hearing whom they believe 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 public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session 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. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' 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.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

I. Written Notice to Expel

The Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter

School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter 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 following expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

O. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance

with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Q. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) cumulative school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Students suspended for ten (10) cumulative school days in a school year shall be entitled to a manifestation determination before further discipline may be imposed.

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/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability under the IDEA or section 504; or 2) the conduct in question was the direct result of the LEA's failure to implement the IEP or 504 Plan

If the Charter School, the parent/guardian 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/guardian, 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 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/guardian 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 Plan, 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.

4. 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 an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if 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, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) 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.

5. Special Circumstances

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 Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school 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 section 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 section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. 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 Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation 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:

- a. 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 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.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other 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.

Expulsion means involuntary disenrollment from the charter school.

Authority

A student may be expelled either by the Board following a hearing before it or by the Board upon a recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.

The Board, 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 [or other conditions such as good behavior, attendance, etc.]. 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 Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

The Director or designee shall immediately suspend a student, and recommend for expulsion, a student who has committed one or more of the following acts:

- Possessing, selling or otherwise furnishing a firearm when a school employee verifies firearm possession, unless the student obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or his/her designee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

Category II Expulsions – Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances

A student who has committed one of the following acts of misconduct must be recommended for expulsion, unless the Director determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or for possession of

over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician

- Robbery or extortion
- Assault or battery on a school employee

Category III Expulsions – Discretionary Expulsion Recommendation

In the discretion of the Director or their designee, any act that warrants suspension may warrant expulsion. Additionally, a student may be expelled for misconduct that is not listed above if the acts disrupt and/or present ongoing health and/or safety concerns, or the student has repeatedly engaged in the misconduct.

In no event, however, will a student be expelled for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties.

A. Procedures to Expel a Student

Step One

The Director or designee investigates the incident and determines whether the offense results in a suspension. If so, the Director or designee follows the procedures to suspend the student as outlined above.

Step Two

In the discretion of The Director or designee, a student's suspension may be extended pending expulsion. If such extended suspension exceeds 10 days, and for any suspension exceeding 10 days, the following procedures must be followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student 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. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.

If the proposed extended suspension is under 10 days, a meeting is held within 3 school days of the student's suspension to extend the suspension. The student and their parent/guardian are invited to attend this meeting with The Director or their designee.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted only if the ~~The~~ Director or his/her designee has determined, after the meeting, that the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed so that it is understood by all parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

Step Three

The School shall send a letter to the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, regarding the expulsion hearing. The expulsion hearing shall be held no later than 30 school days of the date that expulsion is recommended, unless a brief extension is requested by the student or his/her parent/guardian.

The letter shall be sent via certified mail to the student and his/her parent/guardian to the address reflected in the pupil's student file at least 10 calendar days before the date of the hearing. The letter shall notify the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, to the address reflected in the pupil's student file at least 10 calendar days before the date of the hearing. The letter shall notify the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, when and where the expulsion hearing will take place and the rights of the student with respect to the hearing, including:

- The date and place of the expulsion hearing;
- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules relating to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to present testimony, evidence and witnesses and confront and question witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

Step Four

The Director or designee shall maintain documents that may be used at the hearing and make them available for review by the student and/or their parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker.

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