



WESTERN SIERRA COLLEGIATE ACADEMY

WESTERN SIERRA COLLEGIATE ACADEMY CHARTER RENEWAL

A CHARTER PETITION RESPECTFULLY SUBMITTED TO THE
ROCKLIN UNIFIED SCHOOL DISTRICT

OCTOBER 4, 2013

REVISED JANUARY, 2014

REQUESTED CHARTER TERM:
JULY 1, 2014 – JUNE 30, 2019

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Phil Spears, hereby certify that the information submitted in this petition for the California public charter school named Western Sierra Collegiate Academy (“Rocklin Academy,” “WSCA,” or the “Charter School”), and to be located within the boundaries of the Rocklin School District and authorized by the State Board of Education is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all Common Core Standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Rocklin Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code §47605(d)(1)]

- The 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 in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The 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 Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.

The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

Phil Spears, Lead Petitioner

Date

INTRODUCTION

Founding Group

The Rocklin Academy (RA), a California nonprofit public benefit corporation, incorporated in 2000, was formed by experienced educators and dedicated parents. RA currently operates two high-quality elementary schools of choice serving the greater Rocklin area of Southern Placer County in California. The initial school (RA Turnstone) has been continuously operating since 2001, and students were first served at the second school site (RA Meyers) in August 2007. RA has operated the third school, Western Sierra Collegiate Academy (WSCA), since its approval in 2009.

RA continues to grow in its development of charter schools. Along with RA Turnstone, RA Meyers, and WSCA; a new charter (RA Gateway) with a third authorizer (Newcastle Elementary School District) will be opening in the 2014-15 school year. RA Gateway is designed as a K-8 and will bring a larger population of students who will build the need for a placement at WSCA.

The RA Board of Directors is the Founding Group for WSCA

WSCA will be operated by RA, a California nonprofit public benefit corporation, with 501(c)(3) status granted by the Internal Revenue Service. RA is operated under the direction of a Board of Directors. This Board is the founding group for WSCA. WSCA will be operated by the Board pursuant to the adopted Bylaws which are consistent with this Charter. See Appendix A for the RA Articles of Incorporation and Appendix A for the Bylaws. Both the Articles of Incorporation and the Bylaws are incorporated herein and considered as part of the Charter.

Board of Directors

The Board has a strong record of leadership, stability, and fiscal responsibility. Each member of the Board brings a unique set skills and knowledge to the table. Currently we have expertise in finance, special education, personnel, curriculum and technology. The outstanding academic success at all three school sites, strong and stable management, seven successive years of unqualified audits, and healthy fiscal reserves are reflective of the leadership that will also guide the continued operation of WSCA.

The current RA Board consists of five voting members. Four of the members are parents of students attending RA schools, and the fifth is a parent of a former student. Each board member brings significant experience and a strong commitment to RA. The bylaws allow for up to nine voting members of the Board. Parents have a key role in the governance of all RA schools through their service as members of the Board. This will also be true for parents of students attending WSCA.

Element I: Educational Program

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

A. Mission Statement

WSCA seeks to provide students with a challenging and comprehensive college preparatory education in a small public school setting. In partnership with parents, we will inspire students to strive for intellectual and creative excellence, to develop a deep appreciation for the arts and different cultures, and to employ the technological tools of our modern age. Our vision is to instill a strong sense of personal and civic responsibility, the capacity to think critically, and the skills to communicate and contribute to an increasingly global community.

B. Educational Philosophy

Vision Statement

All students achieve their personal best and will become productive, compassionate, and engaged citizens.

Five Core Values That Will Impact Student Achievement

1. The future we want to create includes a community of leaders who have strong shared beliefs and values that all students have the ability to learn at high levels and the expectations of our organization/schools to meet or exceed that level.
2. The future we want to create includes a community of leaders who are data savvy; they embrace and monitor data, and use it to drive continuous improvement.
3. The future we want to create includes a community of leaders who have a collaborative relationship and establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving district-wide student learning and achievement goals.
4. The future we want to create includes a community of leaders who are knowledgeable, ethical, responsible, critical thinking, and engaged members of society.
5. The future we want to create includes a community of leaders who utilize research based, varied, differentiated and effective instructional practices to ensure all students learn at high levels.

C. Targeted School Populations – Who Does WSCA Educate? (A Rigorous, Relevant, and Attainable Education for All Students)

Schools operated by Rocklin Academy (“RA”) have grown over the last twelve years. In 2000, the student base was one hundred students; currently, RA has over 1,200 students. This growth and the continued presence of a large waiting list helps WSCA understand the need to continue to seek methods of serving all students who desire to be part of the RA.

In order to continue to serve all students and in order to maintain the desire for a personalized and individualized learning experience, it will be necessary to seek additional facilities within the sponsoring district’s attendance area.

WSCA believes that all students, not just a few, are capable of a demanding, rigorous, and relevant college preparatory high school education that prepares them to succeed in college. This view is widely shared by educational and political leaders and organizations such as current Superintendent of Public Instruction Tom Torlakson and Education Trust West. With a clear and focused mission and as a school of choice, WSCA provides a clear choice for students and their families. WSCA will not be a traditional public middle school/high school, and all of our prospective students will be urged to consider all their needs and wants in making the decision to study at WSCA. WSCA will be open to all students, including but not limited to, those students with disabilities under both the IDEIA and Section 504 of the Rehabilitation Act. Students will leave WSCA prepared for an increasingly competitive global economy, confident that their skills will ensure success in college and the work place.

WSCA’s highest priority is to prepare our students, including students traditionally underserved or underachieving (not meeting their personal potential), so that our graduates are prepared to enter and thrive at the world’s finest universities and colleges if they so choose. This will be achieved with an open enrollment process as detailed in Section VIII of this Charter. WSCA’s educational program is based on the educational needs of the following student profile:

- Students and families who will commit to a rigorous college preparatory educational program. Students are accepted on an equal basis, without academic entrance requirements;
- Students whose academic and personal interests benefit from an environment that allows for individualized attention to the academic needs and personal development for each student;
- Students whose parents are interested in continuing a cohesive educational plan that articulates from a TK – 12 educational organization; and
- Students whose diversity reflect the community.

Our program identifies and builds on the strengths of our students, their parents, and their local communities.

WSCA seeks to educate students in grades six through twelve that reflect the diversity of Rocklin and Placer County.

Student Population % (2011-12)

	Placer County	CA State	RUSD	WCSA
American Indian or Alaska Native	0.9	0.7	0.5	0.9
Asian	5.0	8.6	6.3	10.1
Native Hawaiian or Pacific Islander	0.4	0.6	0.4	0.0
Filipino	2.2	2.5	2.8	4.3
Hispanic	17.8	52.0	13.5	14.6
African American	2.2	6.5	1.5	0.3
White	66.8	26.1	68.8	58.5
Two or More Races	4.2	2.1	5.8	11.0
None Reported	0.5	0.8	0.4	0.3
ELL	7.8	22.3	4.2	0.3
Economically Disadvantaged	28.0	55.8	17.4	7.9
Special Education	9.0	10.0	8.0	6.0

(CDE Data, Revised June 20, 2013)

Student Enrollment and Grade Configuration

Grade configuration and student enrollment at Western Sierra is a dynamic state of affairs for our organization. The Board of Directors, after careful consideration of the options, and with input from families, has approved the expanded enrollment and grade configuration as presented in the table below. The Board considered the financial stability of the organization, meeting future enrollment demands, and offering the best possible educational program for grades TK through 12. Western Sierra has and will continue to be a key component of the Rocklin Academy Family of Schools success story.

The growth at Western Sierra over the past four years has been extraordinary. The year one opening enrollment was 149 and currently there are 726 students enrolled. There are currently 73 students on the waiting list at Western Sierra.

The number of students that want to enroll at Western Sierra will continue to grow as the number of students enrolling in grades 7 and 8 increases over the next five years. The current Western Sierra campus is filled to capacity. Therefore, it will be necessary to secure additional facilities within the Rocklin Unified School District boundaries, to accommodate the projected growth. The current campus will maintain the small school environment that includes grades 7 and 8 – a major component established in the original charter and supported by the founders.

The narrative and enrollment table that follows describes the grade configuration and student enrollment for the next five years, beginning in August of 2014.

The Western Sierra Projected Enrollment						
Grade Level	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
6*	90	0	0	0	0	0
7	170	180	90	90	90	90
8	146	155	180	90	90	90
9	116	140	148	210	210	210
10	89	120	130	150	210	210
11	69	88	120	120	150	210
12	48	67	90	120	150	210
Total	728	750	758	780	870	960

*** Beginning with the 2014-15 school year, WSCA will not enroll 6th graders and the number of 7th and 8th grade students will be capped at 90 students respectfully. This will provide additional seats at the current site for grades 9 through 12. Grades 6 through 8 will be provided additional opportunities to enroll at Rocklin Academy Gateway, a TK-8 charter school.**

D. How Learning Best Occurs

WSCA believes that learning best occurs when students receive a personalized instructional program. Students benefit when they are taught a comprehensive curriculum through innovative instructional design that promotes learning in a challenging and exciting way, and most importantly when students are taught to love reading and become proficient readers (Walberg, 1981). Every child possesses a wide range of learning skills and deserves small group instruction and personal attention.

- *Learning Best Occurs When There is a School-wide Expectation of High Achievement*

At WSCA, every teacher will assist students to make significant gains by frequent assessments, interventions, and individualized instruction when necessary. High expectations are an important part of a school culture and lead to higher student achievement (Cotton, 1989).

- *Learning Best Occurs When Teachers Are Highly Motivated*

WSCA is constructed to combat the enormous turnover among new teachers that plagues our public schools. *It is estimated that 50% of new teachers leave the profession within five years (Ingersoll, 2001).* All new teachers are required to participate in California's BTSA

program. Being a school that practices Collaborative Inquiry and has a developing Professional Learning Community model, new and continuing teachers have the support of veterans to scaffold their learning. Teaming is school-wide, so teachers have multiple opportunities to learn from their colleagues and share their expertise in return. Additionally, teachers participate in governance, in-service education, peer-observations, and systematic, supportive evaluations. A key component of highly motivated teachers is also dependent upon teachers understanding and recognizing that their teaching is resulting in learning as determined through collaborative and common assessments.

- *Learning Best Occurs in A Culture of Caring*

WSCA intends to continue to maintain small class sizes to provide students with personal attention in a safe and supportive learning environment. Instruction is student centered as students are maximally involved in the learning process.

Maintaining a small learning community will be one of the defining elements of WSCA. As a reflection of our educational philosophy WSCA is committed to maintaining a student population that is small enough and staffing that is sufficient for individual student support. WSCA is committed to serving as many students in this environment as possible. Currently, WSCA's facility is at capacity. In order to accommodate expected growth, it will be necessary to either secure a new facility to provide similar services to students enrolled at WSCA regardless of site. If the population continues to grow, a split campus will allow for WSCA to maintain its sense of small community learning. WSCA will ensure that a culture of caring is part of the enrollment process by having an open enrollment policy as detailed in Section VII of this Charter.

- *Learning Best Occurs When the Curriculum is Individualized*

WSCA believes that individualization should be a core component of all 21st century schools. WSCA's mastery learning model naturally leads to a Response to Intervention program that provides three tiers of intervention for students in need of additional learning opportunities. The first tier of support occurs in the classroom. A student who requires additional teaching or learning opportunities is identified through formative or summative assessments. The teacher then has the opportunity to provide added teaching support and additional learning opportunities specific to the student's needs during times offered by the school schedule (enrichment). The second tier begins if a student continues to need additional support, the student is referred to our intervention specialist who will help determine where the student is missing learning. The specialist may design a plan for organization tools or other learning assistance. If this step does not result in success, the third tier of support is put into place which may include a Student Success Team meeting of teachers, student, and parents to find what steps can be taken to meet with success. Providing these three tiers will allow WSCA to serve struggling students more individually and more effectively than most schools.

- *Learning Best Occurs When Students Have Extra Time to Practice*

WSCA students have as part of their regular school day an enrichment block. This time

allows students to meet with specific teachers for specific subjects that may be causing a student troubles or may be of interest to the student.

As dictated by the grading policy (Appendix O), students will not only have this extra time for practice, but also as a means of repeated opportunities to show mastery of topics. Students at WSCA need to show a mastery of learning before a grade is assigned.

- *Learning Best Occurs in a Well-run School*

Learning best occurs in a safe environment that is orderly and planned. The leadership is visible and involved and expectations are clear and consistent.

To express his/her level of commitment to WSCA's mission and to support WSCA's culture, every parent or guardian of a student signs a contract with the Principal committing to the principles of parent partnership. WSCA communicates frequently and often. Newsletters, parent nights, community events, and performances are all activities to stay connected with the community WSCA serves.

WSCA has developed programs to support student learning and transitional/post-graduation plan development. Specifically, the College and Career Center is a new program that is able to support students in a way that has previously been unavailable to students.

E. What It Means To Be an Educated Person in the 21st Century

WSCA students will be prepared to succeed in the 21st century.

A 21st century educated person is one who thinks globally but acts locally. Students today must understand the opportunities and dilemmas that will arise continually from changes in the political, social, economic, and environmental conditions in this country and in other countries around the world. These students will be responsible for making decisions that will affect our world in the 21st century. Creating an environmentally stable economy in the United States and addressing the complex issues of the global economy will be two, among a myriad of problems facing the next generation of leaders. Students at WSCA will acquire the academic and practical skills necessary to understand these matters, enabling them to make more informed decisions as leaders in the community.

To be an educated person in the 21st century global economy requires a strong post-secondary education. (See US Department of Labor statistics, <http://www.bls.gov/oco/oco2003.htm>) WSCA believes that most students, not just a few, are capable of obtaining a demanding, rigorous and relevant college preparatory high school education that prepares them to succeed in college. The keys to drawing the best from every student are: high expectations; student and family commitment; a rigorous curriculum; teaching excellence; and a small school community.

The competitive nature of the 21st century global economy requires citizens in the United States to compete with others from around the world for employment opportunities, especially as greater numbers of businesses develop multi-national operations. Globalization of the economy

demands that students demonstrate a keen understanding of other countries, their cultures and their economies. Creating and implementing new strategies for engaging in international cooperation and competition will be requisite for students in the 21st century. This challenge will require an educational program that is far more interdisciplinary in nature than in the past. This challenge will also require a heavy reliance on technology tools to compete in the global setting.

WSCA's focus on a diverse education and focus on a technological, 21st century classroom will foster intellectual curiosity, creative expression, moral reasoning, and empathy for others. WSCA will expect its students to engage in a system of thinking that involves articulating ideas and making informed decisions by hypothesizing, connecting, analyzing, using evidence and evaluating significance and perspective. WSCA's educational program will create and maintain the conditions under which its students will achieve WSCA's goal that they become self-motivated, competent life-long learners.

Academic Skills

- Students will be inspired to be inquisitive and self-motivated life-long learners.
- Students will communicate effectively through excellent listening, speaking, and writing skills.
- Students will possess creative, logical, and critical thinking skills enhanced through visual and performing arts, science, and technology.
- Students will comprehend and use technology as a tool for learning and communication
- Students will have confidence in adapting to new situations and be receptive to learning.
- Students will be eager to synthesize and act upon new information.
- Students will find, select, evaluate, organize, and use information from various sources and disciplines of thought. They will be able to make logical connections among them.
- Students will be required to show mastery of content as shown in course level summative assessments or other means of assessment (for example, AP test scores).

Leadership Skills

- Students accept responsibility for personal decisions and actions.
- Students develop self-confidence and a willingness to take risks in a safe learning environment.
- Students learn concentration, perseverance, and independent working skills by setting personal goals and by self-assessment.
- Students develop an appreciation for the richness of shared knowledge that flows from the culturally diverse environment of California.
- Students are inspired to have empathy and courtesy for others.
- Students work both cooperatively and independently.

Extracurricular Activities

- Students will have a variety of extracurricular offerings to include, but not limited to:

- Associated Student Body activities which promote the development of leadership skills and a sense of community spirit.
- Athletics, which develops life-long physical activity opportunities, leadership skills, and teamwork development.
- Theater, which provides students with performance and public speaking opportunities.
- Academic competition organizations (Academic Decathlon, Math Olympiad, Spelling Bee, etc.) provide enrichment opportunities.
- Off-campus tutoring at our K-6 Rocklin Academy schools that provides a learning opportunity along with added leadership and job preparation skills.

F. Curriculum and Instructional Design

Western Sierra Collegiate Academy will replicate the highly successful educational program at Rocklin Academy Turnstone, Rocklin Academy at Meyers Street, and build on the current success of Western Sierra. The Core Knowledge Sequence experienced by the current K-6 students (and the new TK-8) will transition into a curriculum designed around helping students succeed in rigorous, high-level classes.

The culmination of this articulation will be a course set that has Advanced Placement classes as the regular instructional level of class. For example, World History will only be offered as an Advanced Placement class for all students, and for all other classes where there is an AP option, it will be the scheduled course. Where the Advanced Placement test is designed as a year two class (for example, Biology), students will take a regular the first year class and have an AP opportunity available. The core value that all students can learn at high levels will be evidenced through the success of students in these rigorous courses and through this rigorous articulation.

Teachers will employ a cohesive set of research-based instructional methods and approaches to ensure all students are achieving academic success, and developing as self-motivated, competent, life-long learners. Strategies and methods include:

1. Data Driven Instruction Using Multiple Assessments
2. Direct (explicit) instruction
3. Differentiated instruction
4. Project-based Learning
5. Cooperative Learning
6. Family/Community-School Partnerships
7. Technology Tools for Learning

The strategies listed above and described in more detail below are critical to effectively serving the students' development at Western Sierra Collegiate Academy. The research base for each strategy is described in the corresponding section, and establishes the validity of each strategy for maximizing the learning of all students. Additionally, strong pedagogy raises student engagement and significantly reduces behavioral issues in the classroom. These methods have proven to be effective with a wide range of students, including those who are performing below grade level, are English Learners, and those students with special needs. The consistent use of

these instructional methods and classroom management techniques at all grade levels will provide a strong, predictable, and self-reinforcing component to the overall school culture. This consistency provides a foundation of understanding and support with all parents.

1. Data Driven Instruction Using Multiple Assessments

Data-driven instruction comes from our teachers working together on research, planning, and the frequent, timely monitoring of student learning. Since WSCA is a Professional Learning Community School, teaming is an integral part of monitoring student progress. Teachers will implement a cycle of learning that is in keeping with the research finding of Mike Schmoker, Larry Lezotte and Douglas Reeves, who advocate that students are pre-assessed and then given specific benchmark exams in order to triangulate assessment data and accurately determine students' progress towards end goals and validate the various assessment tools that have been implemented. Prior to the school opening, teachers are trained in curriculum, instruction and assessment alignment.

Teachers use this data from their common assessments developed in teams, surveys from students and observations/anecdotal records to homogeneously group their students into fluid and flexible groups and to improve instruction. A variety of assessments is used to accommodate every student's learning style and provide more than one option to show what they know. A system of interventions that provide students with extra time and support for learning are part of the three-tier intervention plan and the triangulation of data. Student data is continually examined and utilized to revise curriculum, instructional strategies and professional development needs. DuFour, R., Eaker, R. and DeFour, R. *On Common Ground: The Power of Professional Learning Communities*. The Source. 2005

2. Direct (Explicit) Instruction

When teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular academic task, students learn more. As part of their repertoire, WSCA's teachers will include direct instruction when most appropriate to the learning task. Direct instruction takes learners through the steps of learning systematically, helping them see both the purpose and the result of each step. The basic components of direct instruction are:

- Setting clear goals for students and making sure they understand these goals
- Presenting a sequence of well-organized assignments
- Giving students clear, concise explanations and illustrations of the subject matter
- Asking frequent questions to see if the students understand the work
- Giving students frequent opportunities to practice what they have learned

Rosenshine, B. V. (1986). "Synthesis of Research on Explicit Teaching." *Educational Leadership*, 43:60-69.

3. Differentiated Instruction

Not all students are alike. Based on this knowledge, a differentiated instructional approach to teaching and learning is used to give students multiple options for taking in information and making sense of ideas. Our teachers use instructional approaches that vary and are adapted in relation to the individual and diverse students. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Our teachers use differentiated instruction as a method of helping more students in diverse classroom settings experience success. Curriculum differentiation shows to significantly improve the quality and quantity of learning for all students. WSCA will utilize curriculum that is differentiated to best meet the needs of each individual student. This successfully proven teaching methodology will continue to include acceleration, depth, complexity, and novelty.

- Acceleration: The rate at which a student progresses through curricular material may be adjusted over time to reflect a need to move more quickly or a need to give more time in a particular area of study. Teachers will pretest to determine which students have already mastered concepts to be taught. Those students who have mastered the concepts currently under study will have that material compacted out of their studies and they will be given other, more appropriate material to study.
- Depth: Developing a thirst for knowledge in students requires nurturing interests that may not have been previously revealed by a cursory study of a subject. The study of one or more subjects in greater depth than allowed by the core curriculum will increase all students' understanding and ignite in some the desire to search even deeper.
- Complexity: Many children quickly master being a student. They easily learn to memorize and, to a certain extent, use facts in order to pass tests. True learning and creation of new knowledge requires going beyond and making connections rarely achieved in our classrooms today. Teachers may create environments that foster this type of learning by adding complexity to the core curriculum.
- Novelty: Many students come to us with a passion for learning about a particular subject. Allowing a student to pursue this passion, usually with an Independent Study Contract, can lead to the discovery of new knowledge (for the student and sometimes for mankind), as well as the discovery of new passions to be followed. Students will be encouraged to find and follow an interest through an Independent Study Contract.

Tomlinson, C. A., & Allan, S. D., (2000). Leadership for differentiating schools and classrooms. Association for Supervision and Curriculum Development.

4. Project-based Learning

Project-based learning is a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups. Students are active and engaged in learning, and they obtain a deeper

knowledge of the subjects they're studying. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work. Students also hone their organizational and research skills, develop better communication with their peers and adults, and often work within their community while seeing the positive effect of their work. Since students are evaluated on the basis of their projects, rather than on the comparatively narrow rubrics defined by exams, essays, and written reports, assessment of project-based work is often more meaningful to them.

Project learning is also an effective way to integrate technology into the curriculum. A typical project can easily accommodate computers and the Internet, as well as interactive whiteboards, global-positioning-system (GPS) devices, digital still cameras, video cameras, and associated editing equipment. This strategy invigorates our learning environment, energizing the curriculum with a real-world relevance and sparking students' desire to explore, investigate, and understand their world.

Diehl, W., Grobe, T., Lopez, H., & Cabral, C. (1999). *Project-based learning: A strategy for teaching and learning*. Boston, MA: Center for Youth Development and Education, Corporation for Business, Work, and Learning.

5. Cooperative Learning

WSCA teachers also use cooperative learning as an instructional strategy in their classroom because they embrace the notion that the best learning occurs when students are actively engaged in the learning process and work in collaboration with other students to accomplish a shared goal. While Constructivism focuses on personal experience as the foundation for learning new material, Cooperative Learning utilizes not only the student's own experience to solidify knowledge, but also uses the experiences of others. Both theories emphasize the importance of interactivity with respect to the design and implementation of lesson plans. In cooperative learning, the focus moves from teacher-centered to student-centered education. Students are given a task or problem and are asked to identify a possible solution on their own and with the help of others. Rather than disseminating information directly, the teacher guides students to the source of the information they may require. In contrast to traditional teaching methods where students are perceived to be empty vessels awaiting the teachers' knowledge, Cooperative Learning theory recognizes the importance of the student's existing knowledge and puts that knowledge to work. The goal is to give students ample opportunities to apply their knowledge in meaningful and authentic ways.

The New Circles of Learning: Cooperation in the Classroom and School (1994), by David Johnson, Roger Johnson, and Edythe Johnson Holubec.

6. Parental Partnership in The Educational Program

WSCA sees families as equal partners in the educational process. Therefore, WSCA parents will be required to participate in the learning process at the school and at home. Each year, each

family, student, and parent(s) will enter into a contract with the school that details the ongoing responsibilities and participation of each party. In addition, parents will be required to contribute a certain minimum number of hours in support of their child(ren) and the school. Parental participation and interest are widely recognized as critical factors in the educational success of children. However, WSCA recognizes the tremendous challenge that some parents face, and will work with these parents to provide creative methods for parents to meet their responsibilities and/or find other volunteers to fulfill that role.

7. Technology Tools for Learning

WSCA believes that 21st century learners learn best when working in an environment that matches with their “digital native” status. WSCA students live in a technological environment that should be matched in the school environment. As such, WSCA plans to move to a “one-to-one” computer environment where each student will have a device available. The purpose of having this “one to one” environment is to enhance the learning and teaching opportunities for students and teachers. A technology enhanced environment will result in a higher level of student engagement. Professional development for staff will match the needs of the program so that effective use of one-to-one devices for students will be achieved.

Powerful Pedagogy and Assessment

Professional Learning Community – Driving Educational Excellence

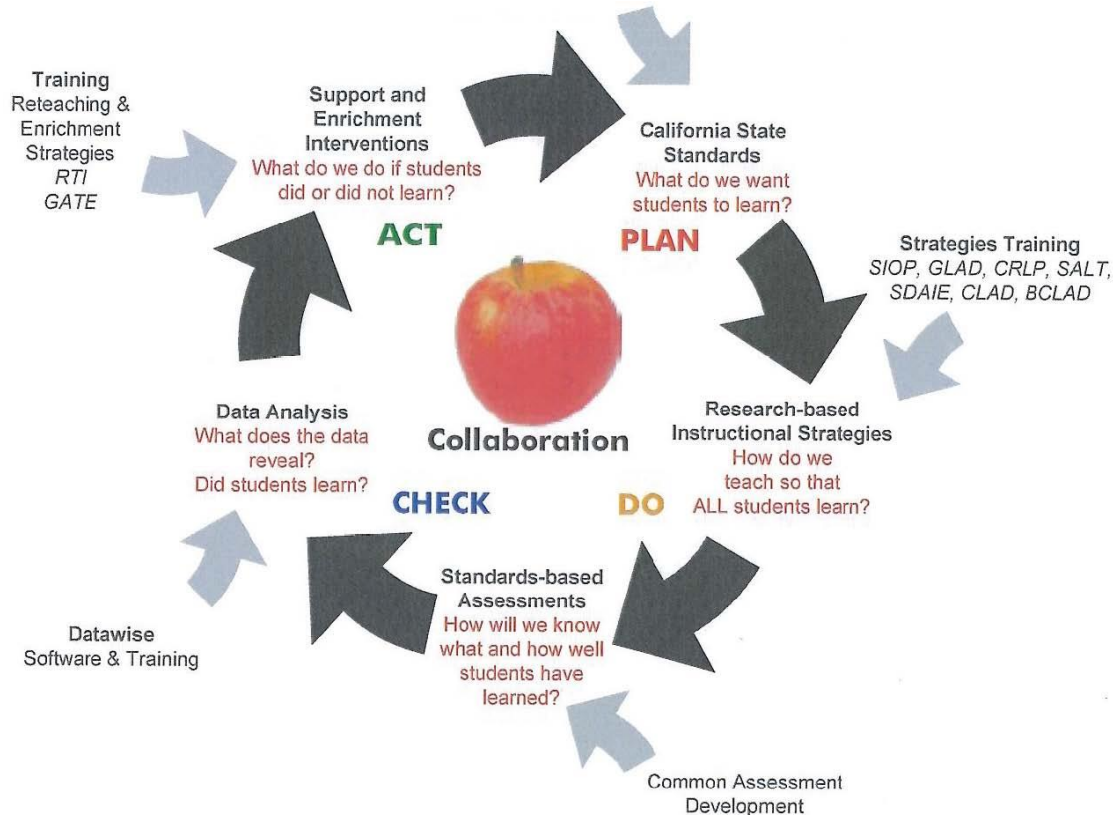
WSCA will operate as a Professional Learning Community (“PLC”), as part of its continuous work to improve its ability to promote student learning. In education circles, the term “learning community” has become commonplace, being used to mean any number of things, such as extending classroom practice into the community; bringing community personnel into the school in order to enhance the curriculum and learning tasks for students; or engaging students, teachers, and administrators simultaneously in learning. WSCA considers a Professional Learning Community as collaborative inquiry where the teachers, administrators and others in the school continuously seek and share data and learning outcomes and instructional strategies and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals and community members so that every student benefits. This arrangement has also been termed “Communities of Continuous Inquiry and Improvement” or “Communities of Practice.”

WSCA’s PLC is based on the work of DuFour, Schmoker, Eaker, Fullan and others. PLCs are structured around three core concepts. The first is “Ensuring that Students Learn”, a focus on learning, not teaching. The second is “A Culture of Collaboration”, a systematic process where teachers work together to analyze and improve their classroom practice. The third is “A Focus on Results”, where the effectiveness of the work is based on student achievement, and its improvement. (See Appendix B: “What is a Professional Learning Community?”)

The focused, college preparatory curriculum of WSCA and the standards embedded in them provide the foundation for the work of the PLC. Small teams of teachers and administrators will meet frequently (e.g., twice a month) to review the progress of each student. Small teams of teachers will also meet frequently for thoughtful and explicit examination of teaching practices, guided by formative student achievement information, in a systematic effort to improve the

effectiveness of instruction. This focused attention to student data and improvement is also reflected in Section IX, Measureable Student Outcomes and Uses of Data.

A PLC serves as an organizational umbrella, bringing together all aspects of the educational program; curriculum (content), student engagement and work. It brings into focus the effectiveness of instructional methods, and assessment of each student. To maximize the achievement of all students, and to meet the exceptional needs of sub-groups of students (e.g., English Language Learners and students with IEPs and 504s), WSCA will engage in the continuous/ongoing consideration of the critical questions highlighted in red below.



Instructional Methods

Consistent with the discussion of PLCs above, working in a culture of data-driven assessments, WSCA will include a variety of instructional methods and approaches that are research based and are consistent with the core values of Rocklin Academy Family of Schools. Teachers will use a variety of instructional methods to most effectively assist students at all levels in mastering the curriculum. These will include teacher lectures, cooperative learning, and individual instruction. It will include effective instructional methods such as immediate feedback, graphic organizers, summarizing and note taking (based on the work of Robert Marzano Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement). Teachers' instruction will also be supported by an electronic assessment resource system that provides teachers with current and specific information about student achievement for individual students as well as for groups of students. Quality instructional methods such as these have the proven ability to be effective with a wide range of students, including those who are currently

performing below grade level, are English language learners or are students with special needs.

Instruction will be site-based, engaging and multi-faceted. Instructional methods will be determined by the data driven needs of individual students. This is important for all students but is especially important for EL and special needs students. Teachers will use a range of instructional methods to differentiate instruction. These methods include but are not limited to problem-based learning (placing students in the active role of solving problems), multiple entry points (proposes student exploration of a topic through a number of avenues such as narrational, foundational and experimental), choice boards (work assignments are on cards and teachers ask students to select from a range of cards), compacting (do pre-assessments and students know the material are able to move on), and complex instruction (uses challenging materials, open ended tasks and small instructional groups.) Consistent with the intent of Congress in adopting the IDEIA, special needs students will be mainstreamed to the extent possible (Free Appropriate Public Education (FAPE)), under the oversight of the Special Education staff and consistent with the IEP developed for each student. Resource specialist(s) or other special education staff/therapists will work directly with these students. Some students will require more restrictive settings or may require more assistance to obtain a free and appropriate education and this will be determined through the IEP process. Teachers and team members will meet with parents and the Special Education Director to develop annual IEP or 504 goals. Further Special Education related information is included below.

Instructional Minutes

The number of instructional minutes offered for all grades will meet or exceed the State's requirements in Education Code Section 47612.5(a)(1). Additional help will be available for students who need additional support.

Calendar And Attendance

The school year will contain at least the minimum number of instructional days prescribed by the state. (See Appendix M for Calendar. The 2014-15 calendar will be similar to the 2013-14 calendar that has been attached.) WSCA parents/guardians will be responsible for sending their children to school and providing an explanation for absences. WSCA will have attendance policies to encourage regular attendance and to report trancies to appropriate local authorities.

G. Implementation of The Educational Program/Curriculum

Assessment and Measureable Pupil Outcomes

WSCA will meet all statewide standards, including the transition into Common Core, and WSCA conducts all required state mandated student assessments as required by the charter school legislation, Education Code § 47605(c)(1).

WSCA will implement state mandated testing as determined. California is currently in a state of transition, and WSCA is in the process of transitioning, where appropriate, to fully implement Common Core Standards, and it is expected that a full integration will be in place for the 2013-2014 school year. When the state has transitioned to using Common Core and new assessment

models, WSCA will fully participate in any California or federal requirement regarding these standards and assessments. All WSCA students will participate in the Smarter Balanced assessment in Spring 2014.

WSCA fully participated in all the programs, as appropriate, that are part of the STAR Program. The purpose of the STAR Program was to measure how well students were learning the knowledge and skills identified in the California content standards. The content standards described what students at each grade level should know and be able to do in English-language arts, mathematics, history-social science, and science.

WSCA students in grades six through eleven participated in the STAR Program each year. Students took the California Standards Tests (CSTs). Identified students who had been presented grade level curriculum and who needed modifications took the CMA when appropriate. Students with significant cognitive disabilities, who are unable to take the CSTs even with accommodations or modifications, would take the California Alternate Performance Assessment (CAPA). WSCA will fully integrate Common Core State Standards during the 2013-2014 school year and will participate with the Smarter Balanced assessment.

WSCA outcomes are aligned with the mission, curriculum, and assessment of the school. The WSCA program is designed to help all students achieve a high level of academic success and be prepared for entry in University of California and other selective public and private universities and colleges. Students will demonstrate core academic and lifelong learning skills, which have been developed to align with the California State Curriculum Standards and will be transitioned to Common Core State Standards. The assessment methods used are those required by state or federal law, those required by external agencies (e.g., College Board) and those created/adopted by WSCA. As discussed in Section III, WSCA will also use a range of assessments, including those already cited here, as well as a range of teacher created/textbook provided formative and summative assessments. As described in “Professional Learning Community Driving Educational Excellence: Integrating Content, Instructions and Assessment,” these assessments are part of coordinating approach that are embedded in the curriculum, are ongoing, and guide instruction. The assessments developed/ adopted by WSCA faculty and administration will be subject to review by the WSCA Board of Directors.

WSCA will also measure the progress of specialized populations consistent with Federal and state law, and El Dorado County Charter SELPA. WSCA will review/participate in the review of the progress of Special Education students according to their Individualized Educational Plan (IEP) or their 504 plan. Also consistent with Federal law, WSCA will monitor the progress of all EL students and will adhere to the EL Master Plan (Appendix P). WSCA will also ensure that

any modifications and accommodations required for standardized tests under IDEIA and 504 are implemented.

Some desired pupil outcomes are objectively measurable. For WSCA these include acquiring the knowledge specified in the new state standards for public education as currently measured by the California Standards Test (CST), passing the California High School Exit Exam (CAHSEE), taking and passing AP exams in appropriate subjects, taking and passing the classes necessary to be eligible for admission to the UC (a-g courses), PSAT, SAT, ACT, course summative assessments, and completing WSCA's community service/service learning objectives. Our primary long term measurable goal is that WSCA will compare favorably with top public and private schools in the United States.

Progress will also be measured by classroom teachers in the traditional manner, including quizzes, essays, projects, performances, portfolios, exhibitions, tests, and exams. Progress will be reported on a regular basis to parents and students including online access to student grades through PowerSchool™ and report cards each semester.

There are additional academic and non-academic pupil outcomes and qualities, however, that while not objectively measurable are still considered vitally important. Specifically, students will:

- Demonstrate an understanding of their place in the world through cultural and historical knowledge.
- Complete and reflect on community service and in-class activities.
- Demonstrate an understanding of their place in nature through scientific and mathematical knowledge.
- Complete science fair projects and real life investigations within classes.
- Apply mathematics as a language which helps us understand natural phenomena and of the role of mathematics in human endeavors (evidenced via application in other disciplines and identified proportion of problem solving exercises in class).
- Communicate effectively, both orally and in writing, in English and at least one foreign language, as evidenced by writing assessments, external assessments, and performance and competitions.
- Demonstrate understanding that appropriate behavior is required in a diverse community of scholars (evidenced via adoption of a policy on academic honesty and honor code).
- Develop a sense of responsibility for their community (evidenced via parent and student service requirements, by student discipline and attendance records, and by evidence of participation in activities and student affairs).
- Demonstrate the use of research skills to study topics in depth (evidenced via science fair and other external competitions, and through classroom assignments).
- Show technological literacy to access, organize, research, and present information and knowledge (evidenced via project submission requirements and Modern Language Association production standards used in class assignments).
- Establish and defend a thesis or argument (evidenced via internal and external writing rubrics).

Overview of Subject Matter Competencies

WSCA expects its graduates to demonstrate a mastery of specific subject competencies. The following is a list of initial subject matter competencies that will continue to be revised and improved. The competencies are based on state standards, as well as on in-depth discussions on what students should know and be able to do.

Subject Matter Competencies and Measures

Subject	Student Outcome	Formative and Summative Assessment	Performance Standard
English	<ul style="list-style-type: none"> • Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience. • Obtain meaning from a variety of complex texts. • Be well-read as demonstrated by reading a variety of literary works representing different genres. • Make informed interpretations of the purpose and meaning of literary works. • Convey interpretations of personal experience gleaned from literature. • Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles and contributions. • Evaluate how the form and content of a literary work contributes to its message and impact. • Achieve proficiency of Common Core standards dictated by course. 	<ul style="list-style-type: none"> • Curriculum Based Tests • State Mandated Testing • AP Tests • Written Assignments • Class Participation • Class Presentations • Student Projects • Teacher Observations 	<p>Students must obtain a grade of “C” or higher to ensure credit. In the event of the implementation of standards based grading, students must assess at a level of proficiency or higher.</p> <p>Students with IEPs will be assessed consistent with the requirements of their IEP.</p>
History and Social Sciences	<ul style="list-style-type: none"> • Understand and apply civic, historical, and geographic knowledge in order to become a citizen in a diverse world. • Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations. • Deliberate on public issues which arise in a respective democracy. • Use historical research to ask and answer questions about the past. • Recognize that regions can be defined in cultural, physical, or political terms. • Accurately interpret and summarize information from maps, charts, and graphs. 	<ul style="list-style-type: none"> • Curriculum Based Tests • State Mandated Testing • AP Tests • Written Assignments • Class Participation • Class Presentations • Student Projects • Teacher Observations 	<p>Students must obtain a grade of “C” or higher to ensure credit. In the event of the implementation of standards based grading, students must assess at a level of proficiency or higher.</p> <p>Students with IEPs will be</p>

Subject	Student Outcome	Formative and Summative Assessment	Performance Standard
	<ul style="list-style-type: none"> • Understand the building blocks of representative government. • Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought. • Recognize that events in the past inform the present. • Understand the rich and varied achievements of diverse peoples. 		<p>assessed consistent with the requirements of their IEP.</p>
Math	<ul style="list-style-type: none"> • Construct mathematical models. • Use a variety of problem solving strategies. • Use advanced computing procedures. • Understand and apply advanced properties of numbers. • Understand and apply advanced methods of measurement. • Understand and apply advanced concepts of geometry. • Understand and apply advanced concepts of functions and algebra. • Understand and apply advanced concepts of probability and statistics. • Understand and apply advanced concepts of data analysis • Achieve proficiency of Common Core standards dictated by course. 	<ul style="list-style-type: none"> • Curriculum Based Tests • State Mandated Testing • AP Tests • Written assignments • Class Participation • Class presentations • Student Projects • Teacher Observations 	<p>Students must obtain a grade of “C” or higher to ensure credit. In the event of the implementation of standards based grading, students must assess at a level of proficiency or higher.</p> <p>Students with IEPs will be assessed consistent with the requirements of their IEP.</p>
Science	<ul style="list-style-type: none"> • Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy and systems). • Use the scientific method to ask and answer questions about the world. • Understand the essential ideas about the composition and structure of the universe and the motions of objects in it. • Know basic earth, biological, physical, and chemical concepts. • Understand basic concepts of matter and energy, motion, and forces. • Achieve proficiency on Next Generation math standards as dictated by course. 	<ul style="list-style-type: none"> • Curriculum Based Tests • State Mandated Testing • AP Tests • Written Assignments • Class Participation • Class presentations • Student Projects • Teacher Observations 	<p>Students must obtain a grade of “C” or higher to ensure credit. In the event of the implementation of standards based grading, students must assess at a level of proficiency or higher.</p> <p>Students with IEPs will be assessed consistent with the requirements of their IEP.</p>

Subject	Student Outcome	Formative and Summative Assessment	Performance Standard
Visual and Performing Arts	<ul style="list-style-type: none"> • Participate in artistic activities. • Make informed interpretations of the purpose and meaning of artistic works. • Convey interpretations of personal experiences in expressive forms. • Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions. • Explain how the form and content of an artistic work contributes to its message and impact. • Explain the role of the artist in providing service to the community and world. 	<ul style="list-style-type: none"> • Curriculum Based Tests • AP Tests • Written Assignments • Class Participation • Class Presentations • Student Projects • Teacher Observations 	<p>Students must obtain a grade of “C” or higher to ensure credit. In the event of the implementation of standards based grading, students must assess at a level of proficiency or higher.</p> <p>Students with IEPs will be assessed consistent with the requirements of their IEP.</p>
World Languages	<ul style="list-style-type: none"> • Obtain sufficient verbal fluency and written proficiency to communicate effectively in a foreign language. • Understand and appreciate the culture underlying a foreign language. 	<ul style="list-style-type: none"> • Curriculum Based Tests • AP Tests • Written Assignments • Class Participation • Class presentations • Student Projects • Teacher Observations 	<p>Students must obtain a grade of “C” or higher to ensure credit. In the event of the implementation of standards based grading, students must assess at a level of proficiency or higher.</p> <p>Students with IEPs will be assessed consistent with the requirements of their IEP.</p>
Technology	<ul style="list-style-type: none"> • Present as 21st century learners who: • Use technology to increase learning. • Understand and use current presentation and communication tools. • Effectively implement the internet in learning opportunities. • Understand how technology can be of service to the community. • Achieve proficiency on applicable 	<ul style="list-style-type: none"> • Technology will be incorporated into coursework. • Rubrics with Technology Requirements 	<p>Students must obtain a grade of “C” or higher to ensure credit. In the event of the implementation of standards based grading, students must assess at a</p>

Subject	Student Outcome	Formative and Summative Assessment	Performance Standard
	technology based Common Core standards.		<p>level of proficiency or higher.</p> <p>Students with IEPs will be assessed consistent with the requirements of their IEP.</p>

Methods to Assess Student Progress toward Meeting Outcomes

Formative Assessments

As discussed in *Professional Learning Community – Driving Educational Excellence*, there will be a focused and ongoing data-driven review of each student’s performance. Teachers will use a variety of assessment techniques which will be ongoing and embedded in the curriculum to monitor student learning informally, including oral assessment, quizzes, tests, essays, journals, multimedia presentations, group projects, debates, portfolios, lab books, and performances. School wide, students and parents will be notified of progress up to four times a year and will have instantaneous internet access to grades and assignments through PowerSchool™.

Summative Assessments

The academic progress of students will be tracked through a range of formal and informal assessments. Class grades will be determined primarily through summative assessments in the classroom as described in the WSCA Grading Policy (Appendix O). Other formal assessments will include STAR tests (until replaced), Smarter Balanced testing, the CAHSEE, and students’ AP and SAT test results. Currently, a score of three or higher on AP exams are used as a method of influencing final grade for the AP course. For course grades, students will receive progress reports and semester grades through report cards.

Lifelong Learning Skills

WSCA also believes students need to develop skills that will enable them to pursue their own path of learning throughout their adult lives in becoming self-motivated, competent and lifelong learners through a mastery of the following skills:

Character Development: To understand and accept the centrality of integrity in all aspects of life and learning to appreciate the nature and value of moral courage as a necessary instrument of an ethical life.

Communication: The ability to listen, speak, read and write as appropriate to the intended audience in school, at home or in the community.

Cooperation: The ability to work productively with school peers, family members, and community members in order to complete assigned projects.

Critical Thinking: The ability to form a reasonable opinion on matters requiring the active assessment and comparison of data, such as those contained in newspapers, election material, and other material available and pertinent to socially aware citizens.

Caring and Respect: The ability to accept and demonstrate kindness and appreciation for cultural, linguistic, and socio-economic differences among peers and community members.

Citizenship: The ability to plan and implement a project in service to the School and the larger community.

Conflict Resolution: The ability to resolve differences of opinion in a civil and fair manner.

Responsibility: The ability to maintain the highest personal standards in studies, character development, and citizenship.

Study Skills: The ability to utilize note-taking strategies, questioning strategies, library research skills, time management, and test taking strategies.

Technological Literacy: The ability to make effective and responsible use of technology to enhance learning and academic performance.

Other Elements Critical to the Success of Western Sierra Collegiate Academy

Individualization for Each Student

Another distinctive characteristic of WSCA lies in its focus on each child. WSCA's school model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. Assessment results are analyzed to identify students who are failing to make adequate progress in reaching the school's goal for significant gains. For each student in this category, an Individualized Learning Plan ("ILP") is generated which specifies areas of strength and weakness and explicit classroom modifications with specific goals and strategies for the teachers, intervention teacher, and tutors. The first tier of intervention is in the classroom. Homogeneous groups are used to deliver these more individualized objectives during normal classroom instruction. The second tier of intervention occurs in our Enrichment Blocks. During this time there is no new instruction. All students are working toward their academic goals. Intervention teachers also work with students throughout the week on their individual goals. If classroom modifications and interventions fail to help a student make adequate progress, the student enters a Student Study Team process and if necessary, the Special Education IEP process. This allows the student to receive individualized attention and the services of specialists. Providing these three levels of intervention will allow WSCA to serve the most struggling students.

Technology

Subject to budget constraints, each teacher has access to technology to enhance their instruction and engage the students in learning. Classrooms are equipped with the infrastructure to access the Internet for research and instructional lessons when applicable. Teachers have access to interactive whiteboards, LCD projectors, and computers. The intent is for students to have access to grade level content and online curricula focusing on building skills in math and literacy. WSCA believes to fully embrace the current technology opportunities and implement its use in the classroom; resources need to be allocated to three areas: infrastructure, staff development and equipment. WSCA will continue to develop and offer specialized course offerings in this area.

Further, WSCA believes that a one-to-one device implementation is a necessary technological component for student learning. During the 2013-2014 school year, WSCA plans to develop a pilot to begin the process of this implementation.

Staff

WSCA intends to allow staff members to invest their time and energy in helping all students to succeed academically. WSCA teachers will interact with more students, getting kids focused and working hard. Teachers will focus their attention on the learning needs of each student during one-on-one or group tutorials.

21st Century Learning

WSCA will strive to make students proficient as 21st century learners. Technology use will include standard computer productivity software tools and access to the information resources of the internet. Additional uses will include access to the immense store of multimedia resources and original source documents, available to both teachers for classroom use and students for their own use. Advanced technology will be used to enhance and expand the laboratory experience for students in science courses. Each classroom will be equipped with SMART Classroom technology. WSCA will have additional classrooms/labs that are equipped with the latest computer technology to support the academic program, visual and performing arts, and science and technology.

College Preparedness and Entry

WSCA expects that all graduating students will have had the opportunity to be UC (a-g) qualified. Having this as a base expectation will mean that all WSCA graduates will be eligible for acceptance into a UC. In order to ensure that these requirements are met, enrichment and support will be provided as described above. Further, WSCA will provide access to a College and Career Center for students to access information regarding post-high school choices. The College and Career Center will also be open to parents in order to offer parent trainings and information regarding application processes, financial aid workshops, and other college entry information.

The College and Career Center is the key element to establishing college visits, scholarship offerings, and scholarship programs. The College and Career Center staff will work closely with

the Vice Principal/Counselor in assisting students access student information programs such as Naviance which allows students to have a better understanding of the college entry process.

H. Plan For Students Who Are Academically Low Achieving

WSCA shall follow an extensive preventative intervention program that works to identify students who are likely to struggle before they fail as modeled by Alan Blankstein's Six Principles that Guide Student Achievement in "Failure is Not an Option" (2004). Our emphasis on data driven instruction allows us to identify students before they fail and support them through in-class intervention practices, early identification, schedule specific time for support, and after school tutoring opportunities. This approach provides the safety net for any student showing signs of struggle.

Early identification of students who may be low achieving is a key element in achieving student success. WSCA will have a specific position (Academic Advisor) to seek out students who are not performing at expectation levels. This Academic Advisor will provide students with support including parent communication, organization skills, and referrals to the Academic Intervention Specialist. The Academic Advisor will also communicate with teachers and will advise as to whether a Student Support Team might be the next step in support.

The advisory period is another time frame which teachers use to identify students who are not achieving at expected levels. The advisory period allows teachers to suggest for students where the best enrichment period can be for the student.

Students may be identified as under-performing if they demonstrate low achievement toward mastery of State or Common Core Standards, following referrals from teachers or parents, or through incomplete assignments in the students' courses. Academically low achieving students may also be identified based upon low achievement scores (Basic, Below Basic, and Far Below Basic) as identified through the use of the following assessment tools: California Standards Test (or reporting based on new state mandated testing) reports, report cards/progress reports from the most recent school year, publisher provided Curriculum-Based Assessments, Results Assessments and classroom observations.

The rigorous emphasis in our program is effective at engaging and developing low achievers by exciting thematic instruction. We will provide extensive instruction and support in academic language and academic vocabulary shows is essential to help low socio-economic learners (Johnson, 2009). In addition, students will receive support in reading comprehension, text complexity, and text structure. Students will also receive support in their academic writing in informative, argumentative, and narrative writing.

I. Plan For Students Who Are Academically High Achieving

WSCA is concerned that potential academically high-achieving students are often merely given additional work to do rather than effectively engaged and supported in their learning. While our program will be designed to allow ALL students to pursue their learning in an in-depth way and at a challenging pace, additional efforts will be made for students identified as "high-achieving."

Teachers will use a variety of assessment measures to identify students who are high-achieving. These measures may include: standardized assessment data, other classroom performance data, portfolios, projects, and other learning and achievement measures. Students who achieve significantly above grade level and/or demonstrate consistent above-grade level abilities will be appropriately identified.

To ensure that teachers can appropriately identify high-achievers and implement alternative assignments that involve depth and breadth, not just busy work, professional development opportunities will include how to differentiate instruction, creating meaningful projects, and designing independent online work that is divergent in nature to allow students to be creative and challenged.

Through a collaborative inquiry process, teachers will use data from ongoing assessments to identify the needs of individual students. Shared strategies to improve student learning will be developed and implemented collaboratively meeting the needs of all students.

J. Plan For English Learners

WSCA 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. WSCA will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

WSCA will adhere to the EL Master Plan for schools operated by Rocklin Academy. (Appendix P)

Home Language Survey

WSCA will administer the home language survey upon a student’s initial enrollment.

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

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 CELDT.
- 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 and 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.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

WSCA will uphold the same rigorous academic and behavioral expectations for every student, regardless of native language, and will implement research-based instructional programs and strategies to meet the specific needs of our EL student by using our 3-tier approach to meeting all students' needs. Our EL program addresses the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with our EL students.

WSCA will be vigilant about timely identification and re-designation of EL students. This data will also be used to enable teachers to plan curriculum and instruction that will support and develop students' abilities to progress through the ELD levels.

- Upon enrollment into the school, students' parents will complete a survey (available in the language(s) spoken by the parents) indicating languages spoken in the home.
- We will assess the English proficiency of students whose dominant language may not be English within 30 calendar days of enrollment using the CELDT.

- WSCA will notify parents of the school’s responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results from the test contractor.
- Educational programs will be responsive to specific needs of EL students and in compliance with all state and federal guidelines.
- We will report the number of EL students attending the school to the District and the state.

Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for a face-to-face meeting with parents or guardians to discuss their child’s progress toward English language proficiency.

WSCA will hire CLAD and BCLAD credentialed teachers who have the skills and expertise to accelerate ELs' academic and linguistic development. The teachers will utilize specific instructional strategies to develop initial communicative competence in English and the development of disciplinary academic registers in their second language. Teachers will be trained in and use Specially Designed Academic Instruction in English (SDAIE) strategies in the classroom.

To address the academic needs of EL students, the following key features of WSCA’s instructional program have been designed to promote the academic success of EL students. Many of those features have been incorporated within WSCA’s program. For example, our teachers will encourage peer tutoring and cooperative learning, which are recommended strategies for English Learners. The low student to teacher ratio will allow for more focused instruction for English Learners and more opportunities for intensive interventions where appropriate, including increased opportunities for varied types of grouping.

The instructional program for English learners at WSCA will be planned according to students’ assessed levels of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. In addition to the major program design, teachers at WSCA will employ the following specific strategies in their classrooms:

Adjust Instruction-

- Instruction should be comprehensible to all learners.
- Learning should be interactive.
- Instruction should be cognitively challenging.
- Instruction should facilitate language learning in the content area.

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 adequate yearly 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.

K. Plan For Socioeconomically Disadvantaged Students

We believe that all students can learn and succeed, and that disadvantaged students are entirely capable of academic excellence. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.

WSCA teachers and staff will all receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Our Student Support Team (SST) will be responsible for identifying students and families who might need additional resources or supports, including health services, social services and free or reduced lunches.

L. Plan For Special Education, Section 504 / Disabled Pupils

Overview

Serving Students with Disabilities

The following provisions summarize the manner in which the Charter School will serve its students with disabilities:

- It is understood that all children will have access to the Charter School and no student shall be denied admission due to disability.
- The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities ("ADA").
- The Charter School shall be solely responsible for compliance with Section 504 and the ADA.
- The Charter School agrees to implement a Student Study Team Process, a regular education function, which shall monitor and guide referrals for Section 504 and special education services.
- Western Sierra is a local educational agency ("LEA") member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") for provision of special education services pursuant to Education Code Section 47641(a). The Charter School shall be solely responsible for compliance with the IDEA and the costs thereof.

Section 504 of the Rehabilitation Act

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

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of

the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

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

Services for Students under the IDEA

Western Sierra intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the El Dorado County Charter SELPA. The Charter School intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all SELPA obligations.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be

responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist,

resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

For students who enroll in the Charter School from another school district outside of the SELPA with a current IEP, the Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed with the parent/guardian.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

It is the Charter School's understanding that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

M. No Child Left Behind

As required under *No Child Left Behind*, WSCA will work with its staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. WSCA is committed to reducing the education gap for all students. WSCA will implement all provisions of *No Child Left Behind* that are applicable to charter schools including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school's academic progress; providing extended learning for students falling behind who need extra help; teacher quality; and participating in all required assessments. Should the Department of Education revise the policies associated with NCLB, Western Sierra will remain committed to meeting all the requirements prescribed.

Commitment to NCLB Highly Qualified Teachers and Paraprofessionals

- Teachers will meet the NCLB required criteria for "highly qualified" teachers.
- Paraprofessionals will meet NCLB required criteria including: completion of at least two years of study at an institution of higher education; will have obtained an associate or higher degree or; met a rigorous standard of quality and will be able to demonstrate through a state or local academic assessment in knowledge of, and the ability to assist in instruction, reading, writing, and mathematics with the exception of paraprofessionals who serve as translators or whose duties consist solely of conducting parent involvement activities.

N. Professional Development

WSCA teachers will meet or exceed the requirements of No Child Left Behind (NCLB). Teachers of core academic subjects will have a bachelor's degree, appropriate credentialing in accordance with Education Code § 47605(I) and demonstrated core academic subject matter competence.

Teachers will be trained in data driven instruction, effective collaboration, the use of best practices for differentiation throughout the year as needed to support all students. They will be guided in utilizing the Core Knowledge education program described in this charter.

WSCA intends to offer a significant number of paid professional development opportunities annually that will focus on curriculum, assessments, and best practices. In addition, teachers will meet in their professional learning communities to discuss student data, plan lessons and prepare their elective courses on select minimum days throughout the school year. A significant number of days are set-aside for minimum days for collaborative inquiry.

As WSCA moves into the pilot of one-to-one digital program, there will be a specific need for Professional Development regarding this implementation.

Every week teachers engage in high-quality professional learning during purposeful, goal-oriented, grade-level team and faculty meetings. Each meeting's topic is determined by current student data which drives instruction so that all students are learning at high levels. Teachers whose data demonstrates effective strategies share their methods and ideas with colleagues in order to replicate their success. Ongoing professional development is further embedded in the school day through peer observations and walk-throughs targeted to specific student learning needs.

RA is committing to develop a ten-day a year paid teacher staff and professional development program.

O. Western Association of Schools and Colleges Accreditation

WSCA has received full accreditation through the Western Association of Schools and Colleges since its first year of operation. WSCA is in the process of completing its self-study for the 2013-2014 school year. WSCA's education program is consistent with the tenets of the Western Association of Schools and Colleges and their approach is consistent with the organization of the school, including vision, purpose, governance, leadership and resources. WSCA's educational program includes standards-based curriculum, instruction and assessment and accountability. WSCA also includes support for student personal and academic growth.

P. Charter School Annual Goals and Actions to Achieve State Priorities

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
All teachers will be assigned according to their credential. All teachers will be credentialed. All curriculum materials will be standards aligned when applicable.	No current action necessary. During hiring and during curriculum adoption, WSCA will assume responsibility for credential and standards alignment.
State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS
WSCA will follow its Common Core implementation plan which has an annual plan (Appendix Q). EL students will be served as described in Section J.	WSCA will follow its current yearly implementation plan. EL students will continue to get support as described in charter.
State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS
<p>WSCA’s Parent Student Partnership (PSP) will continue to be a core part of WSCA’s existence. The charter itself asks for a thirty hour commitment from its parents.</p> <p>WSCA Operations Committee is a decision making, public committee that is part of the charter. It has as its basis a core group of parents.</p>	Continue monthly meetings with Operations Committee. Continue strong relationship with PSP through weekly meetings and Volunteer Committee.
State Priority #4. Pupil achievement, as measured by all of the following, as applicable:	
<ul style="list-style-type: none"> A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE) B. The Academic Performance Index (API) 	

- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> A. WSCA students will have similar or superior scores to students in the attendance area in state mandated testing. B. WSCA will meet API requirements for growth. C. 100% of WSCA courses will be enrolled in UC (a-g) approved courses. D. 100% of EL students will make progress toward English language proficiency. E. 100% of EL students will be reclassified within two years of entry into WSCA. F. WSCA students' AP pass rate will be competitive with other programs offering AP courses. G. 100% of WSCA students who are eligible to take the EAP will take the EAP. 	<ul style="list-style-type: none"> A. Currently, WSCA students are achieving this goal. A focus on math will be a priority and is reflected in School-wide Action Plans to address where WSCA students are not in similar standings. B. Currently, WSCA has had continual growth and/or has met API growth requirements. School-wide Action Plan reflects a focus for improvement. C. WSCA will continue to present the graduation requirements and articulation path that requires that classes are (a-g) approved. D. WSCA EL students have strong support based upon the charter's EL plan. Currently, the goal is being achieved. E. WSCA EL students have strong support based upon the charter's EL plan. Currently, the goal is being achieved. F. WSCA will continue to study test results to find where improvements need to be made. We currently meet this goal. G. Currently, all WSCA students eligible to participate in the EAP do so. We will continue to have it as a requirement.

- State Priority #5.** Pupil engagement, as measured by all of the following, as applicable:
- A. School attendance rates
 - B. Chronic absenteeism rates
 - C. Middle school dropout rates (EC §52052.1(a)(3))
 - D. High school dropout rates
 - E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> A. WSCA will have an attendance rate at or above 95%. B. WSCA will strive to have zero students noted as having chronic absenteeism. C. WSCA’s middle school dropout rate will remain less than 1%. D. WSCA’s high school dropout rate will remain less than 1% E. WSCA will have a graduation rate higher than local and state-wide school statistics 	<ul style="list-style-type: none"> A. WSCA currently meets this goal and will continue to require high attendance rates of its students. B. WSCA currently meets this goal. WSCA has an early intervention system for absenteeism to identify students who are missing more than three days in a semester. C. WSCA will track students who have left WSCA to ensure proper next school placement. D. WSCA will track students who have left WSCA to ensure proper next school placement. E. WSCA will continue to closely monitor student success and will provide support to any student who is not on track for graduation.
<p>State Priority #6. School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> A. In the 2012-13 school year, WSCA had five suspensions, three of which were in-house. WSCA’s goal is to maintain this low suspension rate. B. WSCA’s goal is to maintain the same expulsion rate as in the past (zero expulsions). C. WSCA will survey its pupils, parents, and staff regarding the sense of safety and school connectedness annually. 	<ul style="list-style-type: none"> A. WSCA will continue to develop anti-bullying campaigns and will continue to have good communication about proper behavior for student success. B. WSCA will continue to develop communication regarding acceptable behaviors on and off campus. C. WSCA will continue to provide to all stakeholders a survey in order to assess the sense of safety and school connectedness.
<p>State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p>	

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
<p>Students enrolled with WSCA will receive a broad course of study regardless of program.</p>	<p>Currently, 9-12 students have a graduation requirement that meets or exceeds UC (a-g). 6-8 students are enrolled in a course of study that prepares them for the 9-12 experience and has a focus on English, mathematics, social sciences, science, VAPA, etc.</p>

Elements II and III: Measurable Student Outcomes and Methods of Measurement

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

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).

A. Assessment Assumptions

Our assessment methods are based on the following beliefs:

- In order to have a complete picture of a student’s growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific Common Core Standards and learning objectives.
- There should be an appropriate relationship between a desired student outcome and the means used to assess it. Assessments should be aligned to the Common Core Standards and student objectives.
- Knowledge Targets (Stiggins, 2004) should be studied and aligned to student assessment. All assessment methods should be based on what we expect students to know and be able to do with specific information.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

B. School Outcome Goals

WSCA is dedicated to documenting student achievement of the Common Core Standards each year through state-mandated pupil assessments. As is required by Education Code Section 60605, students will participate in the STAR (until replaced) and all other mandated accountability programs (CELDT, PFT, etc.). Through these assessments, the Charter School shall demonstrate student mastery of Common Core Standards. Standardized assessments allow us to compare our students’ performance with the rest of the state. In the absence of a State mandated test in any year, WSCA may administer another nationally standardized test. In addition, the Charter School may provide internal learning performance accountability documentation. This internal documentation may include, but is not limited to: Individual Education Plan goals, Accelerated Reader/STAR Reading, Individual Learning Plan goals, teacher created Common Formative and Summative Assessments, and other methods by which student progress may be assessed.

WSCA will also measure the progress of specialized populations. Consistent with federal and state law, WSCA will review/participate in the review of the progress of Special Education students according to their Individualized Educational Plan (IEP) or their 504 plan. Also consistent with federal law, WSCA will monitor the progress of all EL students. WSCA will also ensure that any modifications and accommodations required for standardized tests under IDEIA and 504 are implemented.

Measurable Outcome	Methods of Measurement
Utilizing state-wide and Placer County CST data or other state mandated testing results, WSCA students shall meet or exceed the state-wide and county average percentage of students scoring proficient and advanced in each of the subject areas tested per grade level.	State Mandated Testing Results
WSCA will demonstrate student achievement on standardized test scores that is equal to or greater than those schools that have similar student populations and grade levels (e.g., race, gender, socio-economic status) as determined by the Similar Schools Rank.	Similar Schools Rank
WSCA will meet or exceed its school wide targeted growth rate for the Academic Performance Index (API).	API Data
WSCA will meet or exceed its student subgroup targeted growth rate for the API.	API Data
WSCA will meet or exceed AYP requirements	AYP Data
WSCA tenth graders who are required to participate in the CAHSEE will have a 100% pass rate	CAHSEE Data
WSCA students will have an average daily attendance rate equal to or higher than 95%.	Average Daily Attendance Data
WSCA will, at a minimum, meet at least one of the criteria for renewal pursuant to Education Code Section 47605(b).	Academic Performance Reporting Data
English Learners will improve their English proficiency at least one level each year as measured by the CELDT until classified as fluent.	CELDT testing, Student Oral Language Observation Matrix, Assessment of English Language Development and Common Core Standards in California
Special Education: The percentage of students who meet the academic goals included in their IEPs will meet or exceed the percentage of students who meet the academic goals included in their IEPs who attend comprehensive public schools in Placer County.	Annual review of IEP, CDE data
100% of WSCA students will be offered a course load that meets or exceeds UC entrance requirements (a-g)	Graduation Requirements
100% of WSCA students will enter a post-high school education program.	Post-high school survey

C. Measuring Student Progress

Because of the centrality of data to the WSCA educational model, WSCA will be a data-driven school. We plan to use a comprehensive data management system like Datawise, which allows us to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom.

State mandated test data will be used at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. To correctly assess whether students are on track to make academic gains during the year, we will conduct frequent assessments of each student in reading, writing, and math. Following are the current methods we plan to use to assess students. We will correlate internal assessments with performance on end of year state mandated testing and CELDT testing to correctly measure progress and give teachers detailed data about areas in which each student needs improvement.

The teachers and aides will be trained on how to interpret test data, and will be engaged in critical analysis of the data in order to determine how the Charter School can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of students.

D. Use and Reporting of Data

Student progress towards skill mastery will be documented three times annually in standards-based report cards. Parent-teacher conferences play a key role in monitoring student progress and supporting parents. Teachers will share students' academic, social, emotional, and physical progress with parents. Upper grade students will be given the opportunity to participate in conferences to reinforce their participation in the learning process. Additionally, the Charter School will publish student results annually through the School Accountability Report Card ("SARC"), in compliance with the California Constitution, California Education Code and NCLB.

Student assessments will be designed to align to the mission, exit outcomes, and the curriculum described in the charter. WSCA will collect annual data from the assessments listed above and will utilize the data to identify areas of necessary improvements in the educational program.

WSCA shall comply with Education Code Section 47604.3 and the Public Records Act.

E. State Requirements

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES		
<p>State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<p>WSCA will ensure that all teachers are credentialed in the subject they teach, that all students will have standards-aligned instructional materials, and that school facilities are maintained in good repair.</p>	<p>WSCA will hire based upon this goal regarding credentialing. WSCA will ensure instructional materials are available, and WSCA will take steps to ensure the facility is in good repair</p>	<p>CBEDS report will measure credentialing requirements.</p> <p>Parent/Stakeholder surveys will be used to measure opinion of building repair.</p>
<p>State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<p>WSCA will transition to Common Core with a full implementation in 2014-15.</p>	<p>Please see Common Core Implementation Plan (Appendix Q)</p>	<p>Review of instructional materials including textbooks, rubrics, and assessments.</p>
<p>State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<p>WSCA's Parent School Partnership (PSP) will continue</p>	<p>Continue monthly meetings with Operations Committee.</p>	<p>Parent Surveys, Ops Committee meeting</p>

<p>to be a core part of WSCA’s existence. The charter itself asks for a thirty hour commitment from its parents.</p> <p>WSCA Operations Committee is a decision making, public committee that is part of the charter. It has as its basis a core group of parents.</p> <p>WSCA’s Parent School Partnership (PSP) will continue to be a core part of WSCA’s existence. The charter itself asks for a thirty hour commitment from its parents.</p> <p>WSCA Operations Committee is a decision making, public committee that is part of the charter. It has as its basis a core group of parents.</p>	<p>Continue strong relationship with PSP through weekly meetings and Volunteer Committee.</p>	<p>minutes</p>
<p>State Priority #4. Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE) B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness 		
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #4</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>
<p>A. WSCA students will have similar or superior scores</p>	<p>A. Currently, WSCA students are achieving this goal. A</p>	<p>State Mandated testing results, API, AP testing,</p>

<p>to students in the attendance area in state mandated testing.</p> <p>B. WSCA will meet API requirements for growth.</p> <p>C. 100% of WSCA courses will be enrolled in UC (a-g) approved courses.</p> <p>D. 100% of EL students will make progress toward English language proficiency.</p> <p>E. 100% of EL students will be reclassified within two years of entry into WSCA.</p> <p>F. WSCA students' AP pass rate will be competitive with other programs offering AP courses.</p> <p>G. 100% of WSCA students who are eligible to take the EAP will take the EAP.</p>	<p>focus on math will be a priority and is reflected in School-wide Action Plans to address where WSCA students are not in similar standings.</p> <p>B. Currently, WSCA has had continual growth and/or has met API growth requirements. School-wide Action Plan reflects a focus for improvement.</p> <p>C. WSCA will continue to present the graduation requirements and articulation path that requires that classes are (a-g) approved.</p> <p>D. WSCA EL students have strong support based upon the charter's EL plan. Currently, the goal is being achieved.</p> <p>E. WSCA EL students have strong support based upon the charter's EL plan. Currently, the goal is being achieved.</p> <p>F. WSCA will continue to study test results to find where improvements need to be made. We currently meet this goal.</p> <p>G. Currently, all WSCA students eligible to participate in the EAP do so. We will continue to have it as a requirement.</p>	<p>SAT, PSAT, EAP, ACT, Graduation Requirements; and analysis of these results to ensure that WSCA is meeting goals.</p>
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State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<p>A. WSCA will have an attendance rate at or above 95%.</p> <p>B. WSCA will strive to have zero students noted as having chronic absenteeism.</p> <p>C. WSCA’s middle school dropout rate will remain less than 1%.</p> <p>D. WSCA’s high school dropout rate will remain less than 1%</p> <p>E. WSCA will have a graduation rate higher than local and state-wide school statistics</p>	<p>A. WSCA currently meets this goal and will continue to require high attendance rates of its students.</p> <p>B. WSCA currently meets this goal. WSCA has an early intervention system for absenteeism to identify students who are missing more than three days in a semester.</p> <p>C. WSCA will track students who have left WSCA to ensure proper next school placement.</p> <p>D. WSCA will track students who have left WSCA to ensure proper next school placement.</p> <p>E. WSCA will continue to closely monitor student success and will provide support to any student who is not on track for graduation.</p>	<p>CBEDS report</p>
<p>State Priority #6. School climate, as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT

<p>A. In the 2012-13 school year, WSCA had five suspensions, three of which were in-house. WSCA’s goal is to maintain this low suspension rate.</p> <p>B. WSCA’s goal is to maintain the same expulsion rate as in the past (zero expulsions).</p> <p>C. WSCA will survey its pupils, parents, and staff regarding the sense of safety and school connectedness annually.</p>	<p>A. WSCA will continue to develop anti-bullying campaigns and will continue to have good communication about proper behavior for student success.</p> <p>B. WSCA will continue to develop communication regarding acceptable behaviors on and off campus.</p> <p>C. WSCA will continue to provide to all stakeholders a survey in order to assess the sense of safety and school connectedness.</p>	<p>CBEDS report</p>
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State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

<p>ANNUAL GOALS TO ACHIEVE PRIORITY #7</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>
<p>Students enrolled with WSCA will receive a broad course of study regardless of program.</p>	<p>Currently, 9-12 students have a graduation requirement that meets or exceeds UC (a-g). 6-8 students are enrolled in a course of study that prepares them for the 9-12 experience and has a focus on English, mathematics, social sciences, science, VAPA, etc.</p>	<p>This goal can be measured by looking at WSCA course offerings (Appendix R), graduation requirements (Appendix S), and yearly transcript reviews.</p>

Element IV: Governance Structure

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

WSCA's governance is dictated by the Rocklin Academy Articles of Incorporation and Corporate Bylaws. As described below, the Charter will be governed in a method that adheres to maintaining a viable and continual enterprise. Seeking out effective representation of interested parties is insured through multiple layers of standing committees and Board actions.

A. Non Profit Public Benefit Corporation

WSCA will be a directly funded independent charter school and will continue to be operated by the Rocklin Academy, a California non-profit public benefit corporation, pursuant to California law, upon approval of this charter.

WSCA will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix A, please find the Rocklin Academy Articles of Incorporation and Corporate Bylaws.

B. Board of Directors

The Charter School will be governed by a nonprofit Board of Directors ("Board," "RA Board," or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The RA Board consists of at least three (3) and no more than nine (9) directors consisting of parents and community members. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the nonprofit Board shall appoint an additional member to ensure that the Board is maintained with an odd number of directors. All directors shall be appointed by the Board, except for the authorizer representative, if any. Board members are desired to have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations, but shall not be prohibited from serving on the Board if otherwise qualified. Charter School employees shall not serve on the Board as Directors.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws one year and until a successor director has been appointed. Board terms will be July 1 through June 30.

A list of Board members is included in Appendix C.

C. Board Meetings And Duties

The Board of Directors will meet regularly, at least once a month and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of WSCA including, but not limited to, the following:

1. Hire, supervise, evaluate, discipline, and dismissal of the Executive Director;
2. Hire, promote, discipline and dismiss all employees of WSCA after consideration of a recommendation by the Executive Director;
3. Approve all contractual agreements with a dollar value greater than \$10,000;
4. Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
5. Approve and monitor the Charter School's annual budget and budget revisions;
6. Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
7. Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
8. Establish operational committees as needed;
9. Regularly measure progress of both student and staff performance;
10. Involve parents and the community in school related programs;
11. Execute all applicable responsibilities provided for in the California Corporations Code;
12. Engage in ongoing strategic planning;
13. Approve the school calendar and schedule of Board meetings;
14. Review requests for out of state or overnight field trips;
15. Participate in the dispute resolution procedure and complaint procedures when necessary;
16. Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
17. Approve annual independent fiscal audit and performance report; and
18. Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

RA shall comply with the Brown Act.

RA has adopted a Conflict of Interest Code which complies with the Political Reform Act, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter

school specific conflicts of interest laws or regulations applicable in the future. The Conflict of Interest Code is attached within Appendix D.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members present and voting once quorum has been established for a Board meeting.

The Board of Directors will conduct an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

D. The Executive Director

The Executive Director is the Chief Executive Officer of Rocklin Academy's schools. The Executive Director reports to the Board, and is responsible for providing overall leadership and direction to the organization in the fulfillment of the Board policies and priorities. The Executive Director promotes the vision of the Board and is the Board's chief advisor, overseeing the strategic and operational plans of the corporation's schools.

The Executive Director has overall day-to-day management responsibilities of the corporation and its four schools, determined by the Board as outlined in the Bylaws, job specification and the job specific employment contract. The Executive Director will ensure the corporation operates in fulfillment of the mission as spelled out in the charter(s) and in compliance with charter school law, RA Bylaws and applicable education law. The Executive Director will work with the Board and its committees to ensure the corporation makes sound strategic decisions, based on the effective use of student, programmatic and fiscal data. The Executive Director will ensure that the schools maintain a focus on student achievement. The Executive Director will serve as a spokesperson for RA to further the school(s) prominence within the local, state and national education and charter school communities.

Specifically, the responsibilities of the Executive Director, or his designee, will include, but are not limited to, the following:

- Oversee the strategic and operational plans of RA, including all its schools
- Oversee the day-to-day management of RA, including the operations of all its schools

- Develop Board meeting agenda in conjunction with the Board Chairperson in compliance with the Brown Act
- Supervise and evaluate the Business Manager and the Principals
- Propose policies for adoption by the Board
- Provide comments and recommendations regarding policies presented by others to the Board
- Communicate with legal counsel and any outside consultants
- Stay abreast of education laws and regulations
- Oversee all purchasing, pay warrants, requisitions and other expenditures
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Establish and execute enrollment procedures
- Oversee all necessary financial reports as required for proper ADA reporting
- Develop and administer the budget in accordance with generally accepted accounting principles
- Present a monthly financial report to the Board
- Supervise student disciplinary matters when necessary
- Attend District meetings, as necessary, as the charter representative
- Establish procedures designed to carry out Board policies
- Oversee all responsibilities, obligations, and duties not assigned to the Boar

The Board and the Executive Director will work together to set annual goals. These annual goals for the Executive Director are approved by the Board. The Board evaluates the Executive Director's performance at least annually.

Qualifications

Experience: This position requires ten (10) years of progressively responsible experience in education with at least five years of experience as a lead administrator, including oversight responsibilities for each of the following areas: strategic development; operational planning, management and evaluation; program development and implementation; communications; contract development and administration; budget management and accounting; and personnel management. Experience in a public charter school is strongly preferred.

Education: Candidates must possess a Bachelor's degree from an accredited, four-year college or university; an advanced degree is preferred.

E. Business/Personnel Manager

The Business Manager reports to the Executive Director, and is responsible for providing management of budgeting, financial operations, and personnel. The primary objective of the Business Manager is to work with Administration to ensure that RA is operating in a fiscally and administratively responsible manner that is consistent with the corporation's mission. The essential duties and responsibilities of this position include, but are not limited to: the

maintenance of appropriate fiscal controls, payroll, budget and budget oversight, financial stability, tax preparation, accounts payable, personnel and business operations.

Qualifications

Experience: Minimum 5 years of successful experience in a school, non-profit, or business setting in an administrative or supervisory position, including experience in operations, personnel management, supervision and evaluation of staff, employees and employee relations. Proven ability to increase organizational productivity, execute effective motivational strategies, create policies/procedures, make effective decisions and work cooperatively and flexibly as part of a management team.

Education: Equivalent to completion of a BA/BS degree or higher from an accredited college or university in Human Resources, Educational or Personnel Administration or other related area. A Masters Degree or Administrative Services Credential is desirable.

F. The Principal

The Principal supervises the campus teachers and non-instructional staff. The Principal will act as the instructional leader at WSCA and shall be responsible for helping the students achieve outcomes as outlined in the Educational Program. The WSCA Principal will be responsible for executing board policies, the conduct of educational activities, and the recruitment, training, and evaluation of teaching and support staff under the supervision and direction of the Executive Director.

The responsibilities of the Principal, or designee, may include, but are not limited to, the following:

- Oversee the implementation of an educational program consistent with WSCA mission and vision
- Oversee development and implementation of curriculum in alignment with State/ Common Core Standards and Frameworks and the Core Knowledge Curriculum Sequence
- Lead the teacher and staff hiring process
- Provide timely performance evaluations of all employees
- Participation in the dispute resolution procedure and the complaint procedure when necessary
- Develop annual performance target goals
- Oversee the recommendation and implementation of Individualized Education Plans (IEP) and attend said IEP meetings
- Handle student disciplinary matters in accordance with policies and procedures
- Plan and coordinate student orientation
- Facilitate open house events
- Oversee all parent/student/teacher relations
- Staying abreast of education laws and legislation
- Implement site safety procedures in compliance with all applicable laws

- Create and appoint committees to assist in the execution of certain planning and administrative functions
- Establish and execute enrollment procedures
- Supervise all employees and volunteers

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School or other appropriate employee or third party provider.

This individual must meet all of the following minimum requirements:

- Valid California Administrative Credential, or equivalent experience
- Valid California Teaching Credential, or equivalent experience
- Possession of a Master’s Degree or higher, desirable

I. Director of Special Education/GATE/EL

EXPERIENCE: Three years’ experience in Special Education or Pupil Personnel Services; or equivalent combination of education and experience.

EDUCATION: Masters Degree (M.A.) in related field, preferred

J. Parent Input Regarding the Educational Program

As required by Education Code Section 47605, WSCA will use a range of methods to consult with and receive parental input. These methods are currently in use for parents attending existing RA schools and include parent/student/teacher conferences, open houses, email and phone communication, parent and student surveys, parent participation on committees, parent participation on the Board, and parent participation on the Parent Student Partnership Committee (PSP).

Parent/Student/Teacher Conferences: Parent/student/teacher conferences will be scheduled upon request of a teacher or a parent. These conferences may occur at any time during the year.

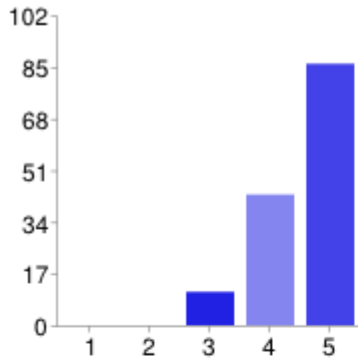
Open House: WSCA will conduct an all campus Open House at least once per year. Teachers will be available and all parents will be invited.

Email and Phone Communication: All teachers will have access to email and phones in order to communicate with families.

Parent and Student Survey: All WSCA parents will be surveyed regarding their levels of satisfaction and to obtain their input on how we can improve annually. Students will also be surveyed annually regarding their levels of satisfaction and to obtain their input on how we can improve annually. The survey results are reviewed annually by the faculty, administration, and Board.

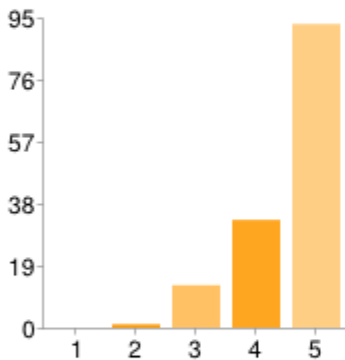
The following represents the most recent parent survey presented during the Fall of 2013. The questions were presented with a five-step scale with “1” being unsatisfied and “5” being satisfied.

What is your overall level of satisfaction with the School’s teaching staff?



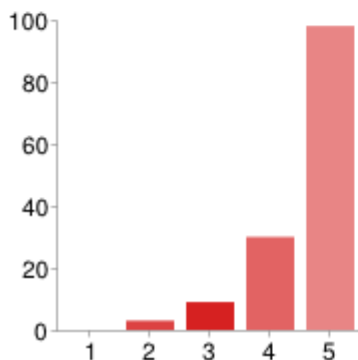
1	0	0%
2	0	0%
3	11	8%
4	43	31%
5	86	61%

What is your overall level of satisfaction with the School’s office staff?



1	0	0%
2	1	1%
3	13	9%
4	33	24%
5	93	66%

What is your overall level of satisfaction with the School’s administration?



1	0	0%
2	3	2%
3	9	6%
4	30	21%
5	98	70%

Parent Participation on Committees: Parents are encouraged to participate on a wide range of school committees. These include the Strategic Planning Committee, Parent Volunteer

Committee, Operations Committee, Fundraising Committee and other ad hoc committees that the Board may create.

Parent Participation on the Board of Directors: The membership of the Board of Directors has always included a significant number of parents of current students. The Board will recruit one or more WSCA parents to serve on the Board.

Fundraising Committee: In January 2013, the RA Board established that Rocklin Academy would have a Fund Development Committee, to serve as a standing committee of the Board. The committee will consist of at least one board member and at least one representative from each school site and the Executive Director or designee. Tasks will include: 1) Creating the infrastructure for reestablishing the RAFOS fundraising capacity, 2) Recommending the role the Board will play in organizational-wide fundraising, and 3) Creating a school-wide fundraising plan for the 2013-14 school year.

Finance Committee: The Finance Committee is a standing advisory committee to the Board of Directors. The role of the Finance Committee is primarily to provide financial oversight for the organization. Task areas will include budgeting and financial planning, financial reporting, and the creation and monitoring of internal controls and accountability policies. An outline of responsibilities appears below.

Budgeting and Financial Planning

1. Develop an annual operating budget in collaboration with staff.
2. Review and approve the budget within the finance committee.
3. Monitor adherence to the budget.
4. Propose and set long-range financial goals along with funding strategies to achieve them.
5. Review and develop multi-year operating budgets that integrate strategic plan objectives and initiatives.
6. Present all financial goals and proposals to the board of directors for approval.

Effective finance committees fully engage in an annualized budgeting process in cooperation with the staff administrative leader and senior staff. The Finance Committee will include non-board members with financial expertise on the committee.

In addition to developing an annual budget, the committee will also recommend long-term financial goals. These goals might include, for example, the creation of a working capital or cash reserve fund and the creation of a fund for maintaining or replacing equipment. If the organization has a strategic plan, the finance committee will work with the staff to determine the financial implications of the plan and will plot them into a multi-year organizational budget that will financially support the implementation of the strategies. (Appendix I)

School-Parent Collaboration Committee: The School-Parent Collaboration Committee is a standing advisory committee to the Board of Directors. The role of the School-Parent Collaboration Committee is primarily to provide the Board a consistent protocol for establishing how all schools in the RA will work together with parents and other stakeholders. The committee when fully developed will have a board member, a parent from each campus, and a

school representative from each campus. Major tasks fulfilled by the School-Parent Collaboration Committee are to: develop and implement consistent system(s) to collect and monitor volunteer hours; develop and implement volunteer opportunities with input from teachers, staff, and the parent community; recognize, develop, recruit, and utilize leadership from the parents within the organization; develop a calendar for volunteer opportunities with central policy and procedures for adding opportunities to the calendar; and other matters as may arise that relate to school-parent collaboration. (Appendix E)

Parent Participation in WSCA

Ongoing participation by parents is an important part of WSCA. Each family will be required to sign a commitment to provide 30 hours of volunteer service to WSCA. (See Appendix E for Draft Parent Contract), Building on the participation of parents at RA schools, parents will provide a wide range of activities including but not limited to supervision of activities (such as clubs), tutoring support, coaching and supporting sports, supporting fine arts opportunities, community building and outreach, and fundraising. There will be a wide range of opportunities for parents to provide service, including opportunities for parents to meet their obligation at home or in non-conventional ways. In addition, there will be a process to waive the service requirement for a family whose circumstances make meeting the service requirement hard/not possible.

K. WSCA School Operations Committee

The School Operations Committee (“Committee”) shall at a minimum include, the WSCA Principal, two faculty members selected by the faculty, one staff member selected by their peers and two parent representatives selected by the parents/guardians of enrolled WSCA students. The Committee will aid the Executive Director and the Principal in the execution of the school’s mission, the formulation and execution of its education program, and the configuration and maintenance of its facilities. The Committee will also serve as an advisory board to the RAFOS Board of Directors. The Committee will meet on a regular basis and focus its work on:

- Upholding the mission and vision of the school;
- Oversee the implementation of the charter;
- Provide notice and hold meetings in compliance with the Brown Act.
- Create external or sub-committees as needed;
- Develop school operational policies for approval by the RA Board of Directors as well as work with the school’s administration, staff and parents to implement such policies;
- Monitor the school budget and the school’s fiscal practices, including solicitation and receipt of grants and donations;
- Assess and monitor the instruction programs; and
- Develop student and family policies for approval by the Board of RA and assess and supervise the implementation of student and family policies including but not limited to, recruitment, admissions, disciplinary policies including suspension and expulsion.

I. Organizational Chart

The RA organizational chart appears in Appendix F.

Element V: Employee Qualifications

The Charter School will not discriminate against any applicant on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, color, creed, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School shall comply with all applicable laws regarding criminal background checks, including Education Code sections 45125.1 and 44237.

Overview

RA will recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that believe in the instructional philosophy outlined in our educational philosophy. Selection and appointment of employees at WSCA will be the exclusive prerogative of the Charter School. As such, those who work at WSCA shall be selected, employed, and released by the Executive Director, which will set the terms and conditions of employment by establishing personnel policies.

The Academy is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, or any other consideration made unlawful by federal, state, or local laws. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees. The Charter School shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Teachers and Non-Exempt Employees

Teachers for core, college preparatory classes must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(1). WSCA teachers shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”) as applicable to charter schools. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District.

In accordance with Education Code Section 47605(1), the Charter School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work

successfully in an instructional capacity in noncore, non-college preparatory courses and activities.

Core teaching faculty, as providers of the day-to-day teaching and guidance to the students, are the primary resources of the school. In a school culture that promotes academic rigor and success for all students, grade level core teachers are responsible for, but not limited to:

- Subject instruction
- Curriculum planning
- Collaboration with fellow faculty and administrators
- Student assessment
- Communication with parents

Candidates for these positions will possess:

- A commitment to students and learning
- Knowledge about their subject material
- A willingness to be innovative and dynamic in their instruction methods

These individuals must meet all of the following minimum requirements:

- Bachelor's Degree
- Valid California Teaching Credential or equivalent
- If appropriate, or determined by WSCA or the State of California as required, the individual will hold all appropriate supplemental credentials.

Additionally, core teachers, as defined by the No Child Left Behind Act, shall meet the applicable definitions of the highly qualified requirements. Teachers of core, college-preparatory classes shall meet the applicable definitions of the "highly qualified" requirements. Under NCLB, in order to teach a core class, a teacher is designated as "highly qualified" if they:

1. Hold a Bachelor's Degree; and
2. Hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold; and
3. Demonstrate sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law.

Paraprofessionals who are required to be "highly qualified" under the federal No Child Left Behind Act, and will meet NCLB requirements.

All employees will possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by RA.

All employees will be fingerprinted and will successfully pass prior to commencing employment all required Department of Justice/Federal Bureau of Investigations and LiveScan checks and undergo background checks that provide for the health and safety of faculty, staff and students.

In accordance with applicable law, and the requirements of the charter RA reserves the right to recruit, interview and hire anyone at any time who has the best qualifications to fill any of its positions and/or vacancies. All employees shall meet legal eligibility requirements for working in the United States under both state and federal law.

RA will use a range of procedures and resources in the identification and hiring of the most qualified employees. Position descriptions will appropriately detail the work responsibilities and subject matter competence required. Recruitment will include the use of comprehensive job listing services such as EdJoin, Education Week, and the Sacramento Bee. Other sources such as university and college placement services may be used. RA has traditionally participated in job fairs, such as the one sponsored annually by the Placer County Office of Education.

The hiring process for full time staff is intense. It typically includes a rigorous paper screening process and multiple structured interviews. Participants in the hiring process may include administration, teachers, other staff members, and parents. Teaching applicants typically are required to prepare and present a lesson. All this effort is part of RA's commitment to find the best possible employees who are committed to supporting high levels of achievement by all students and to the mission and vision of RA.

Professional Development: Retention and Development of a Highly Qualified Faculty

Once employed, ongoing professional development is an integral part of professional practice for all teachers and administrators at WSCA. Ongoing professional development is essential to the continued development of faculty skills and expertise, and the retention of high quality faculty members. WSCA's professional development will follow the standards of the National Staff Development Council. (See Appendix G for these standards.) All full time RA employees are evaluated at least annually. The faculty evaluation system was created based on a review of the literature, practice at other public and private schools, and extensive discussion with faculty, administration, and the Board. Foundations for the structure include California Standards for the Teaching Profession and National Board for Professional Teaching Standards – The Five Core Propositions.

WSCA and RA employees are paid on a competitive and comparative basis as local area school districts, and full-time employees are offered a benefit package.

Evaluation of Employees

Faculty members are evaluated annually pursuant to an evaluation process that includes classroom observations, self-evaluation, and evaluation by the administrator, and a professional growth plan. Faculty members are evaluated based on the following seven dimensions.

1. Content Knowledge

2. Designing, Planning, Documentation, and Assessment of Work
3. Pedagogy, Instruction, Delivery
4. Classroom Management
5. Student Performance
6. Parent Partnership
7. Professionalism/Professional Responsibilities

Element VI: Health and Safety of Pupils and Staff

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

In order to provide safety for all students and staff, WSCA will adopt and implement full health and safety procedures and risk management policies at the school site in consultation with its insurance carriers and risk management experts. The following is a summary of the Charter School's policies and procedures:

1. Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The RA Business Manager shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Business Manager. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

2. Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

3. TB Testing

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

4. Immunizations

Employees will be required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising and enrolled students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

5. Medication in School

WSCA will adhere to Education Code Section 49423 regarding administration of medication in school.

6. Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

7. Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- a. A description of type 2 diabetes
- b. A description of the risk factors and warning signs associated with type 2 diabetes
- c. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes
- d. A description of treatments and prevention of methods of type 2 diabetes
- e. A description of the different types of diabetes screening tests available

8. Emergency Preparedness

WSCA shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site and resource center(s) in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall be provided training on emergency and first aid response. The training is conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually.

9. Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

10. Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

11. Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section.

12. Comprehensive Sexual Harassment Policies and Procedures

The Academy is committed to providing a work and educational atmosphere that is free of unlawful harassment. The Academy's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Academy will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. The Academy will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

The Academy is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's comprehensive complaint policy.

ELEMENT VII: RACIAL AND ETHNIC BALANCE

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

WSCA shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

	Placer County	CA State	RUSD	WSCA
American Indian or Alaska Native	0.9	0.7	0.5	0.9
Asian	5.0	8.6	6.3	10.1
Native Hawaiian or Pacific Islander	0.4	0.6	0.4	0.0
Filipino	2.2	2.5	2.8	4.3
Hispanic	17.8	52.0	13.5	14.6
African American	2.2	6.5	1.5	0.3
White	66.8	26.1	68.8	58.5
Two or More Races	4.2	2.1	5.8	11.0
None Reported	0.5	0.8	0.4	0.3
ELL*	7.8	22.3	4.2	0.3
Economically Disadvantaged*	28.0	55.8	17.4	7.9
Special Education	9.0	10.0	8.0	6.0

*** Currently, the Charter is employing strategies to attract students in these specific areas as described in the Outreach Plan.**

Outreach Plan

WSCA shall adhere to an Outreach Plan that combines effective recruitment strategies with resources to attract a diverse population to ensure that the population of students is reflective of the general population within the territorial jurisdiction of the District, both with regard to racial and ethnic diversity, but also with regard to socio-economic diversity and English Learners. The Charter School shall recruit students in impacted areas and provide assistance to families in completing and returning registration applications. The Outreach Plan will be reviewed and updated annually based upon the success and/or failures of the prior year.

The Rocklin Academy Outreach Plan shall include the following strategies:

- Establishing an enrollment timeline and process that allow for a broad-based recruiting

and application process.

- Creating and distributing enrollment brochures and forms in various languages such as English and Spanish.
- Advertising by posting flyers and hosting tables at various locations including local libraries and community centers.
- Announcing enrollment and recruiting information in local newspapers, online news sources, and social media. We will continue to add sources to stay current with the latest technologies and trends.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to the greatest extent possible, the greatest amount of community knowledge and interest in the Charter School.

ELEMENT VIII: ADMISSION REQUIREMENTS

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

WSCA will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

WSCA shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

The WSCA admission process is comprised of the following:

- Completion of a student application

Enrollment packets will include the following for students who have been offered a seat in the school due to a vacancy or a result of the random public lottery:

- Student Registration Form (Including Home Language Survey and Special Ed Survey)
- Proof of Immunizations
- Proof of Residency Form for students residing in the sponsoring district
- Proof of minimum age requirements, e.g. birth certificate
- Student Records Request Form
- McKinney-Vento Homeless Assistance Act Form

Applications will be accepted during a publicly advertised application period each year for enrollment in the following school year. Following the application period for year one, 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 to determine enrollment for the impacted grade level. For year two and beyond, a lottery will be held for students without an enrollment preference who submit Grade 7 applications during the application period. Returning students must affirm their intent to return annually.

Enrollment preferences shall be as follows:

1. Students returning from previous year
2. Continuing elementary campus students in any Rocklin Academy Family of Schools entering grade 7
3. Siblings of currently enrolled students
4. Children of Rocklin Academy Family of Schools' full-time employees

5. Residents of the sponsoring school district
6. Children of Rocklin Academy Family of Schools' board members
7. Children of recently relocated U.S. military families

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a waiting list according to their draw in the lottery. This wait list will allow students the option of enrollment if an opening occurs during the current school year at their grade level. For the next school year, the applicant will be given an opportunity to reapply to remain on the waiting list and to maintain their current waiting list position.

The Charter School and District mutually agree that the preferences as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance.

Planned Application, Public Random Drawing, and Admission Schedule

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the Charter School as necessary. The final schedule and due dates will be communicated to interested parents and students on the Charter School's website.

March	Recruitment Applications forms available at school administrative office or online at the Charter School's website. All application forms due to Charter School
April	Public random drawing conducted (if necessary)
May	Admission notification and enrollment packets distributed to parents of children who have been drawn in the public random drawing
Approximately 2 Weeks Later	Completed enrollment packets due back to Charter School.

ELEMENT IX: FINANCIAL AUDITS

Governing Law: 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(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. 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. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Board of Directors will select an independent auditor through a request for proposal format. The Board of Directors will annually approve the selection of an independent auditor and oversee the independent audit. The Business Manager will facilitate the audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider.

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 Finance Committee will receive and review the audit each year. The Business Manager, along with the Finance Committee, who serves as the Audit Committee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this Charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

ELEMENT X: PUPIL SUSPENSION AND EXPULSION POLICY AND PROCEDURES

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

This Pupil Suspension and Expulsion Policy 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 describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and 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 the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive 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 Improvement Act of 2004 ("IDEIA") 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 mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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 anytime 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 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, sold 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.
- g) Stole or attempted to steal school property or private property.
- 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 his or her own prescription products by a pupil.
- 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.
- l) Knowingly received stolen school property or private property.
- 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the transmission 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, 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. 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.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife 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 Executive Director or designee’s concurrence.

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 dangerous object 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 Executive Director or designee’s concurrence.

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, sold 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.
- g) Stole or attempted to steal school property or private property.
- 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 his or her own prescription products by a pupil.
- 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.
- l) Knowingly received stolen school property or private property.
- 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.

- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the transmission 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, 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. 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.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife 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 Executive 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 dangerous object 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 Executive Director or designee's concurrence.

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 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:

1. Conference

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

The conference may be omitted if the Executive 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 pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School’s governing board. The Administrative Panel may recommend expulsion of any student found to

have committed an expellable offense.

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 Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil 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 the student's 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 pupil. 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;
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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a

parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' 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 he or she 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 he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are 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 circumstance 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. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. 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 or Administrative Panel 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 decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or 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 Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. 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 pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils 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 during 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 at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) 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, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 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 or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

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 Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
or

- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

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 IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

P. Alternatives to Suspension

- a. If the number of pupils suspended from school during the prior school year exceeded 30 percent of the school's enrollment, the school should consider doing at least one of the following:

1. Implement the supervised suspension program described in Section 48911.1.
 2. Implement an alternative to the school's off-campus suspension program, which involves a progressive discipline approach that occurs during the school day on campus, using any of the following activities:
 - A. Conferences between the school staff, parents, and pupils.
 - B. Referral to the school counselor, psychologist, child welfare attendance personnel, or other school support service staff.
 - C. Detention.
 - D. Study teams, guidance teams, resource panel teams, or other assessment-related teams.
- b. At the end of the academic year, the school may report to the district superintendent in charge of school support services, or other comparable administrator if that position does not exist, on the rate of reduction in the school's off-campus suspensions and the plan or activities used to comply with subdivision (a).
 - c. It is the intent of the Legislature to encourage schools that choose to implement this section to examine alternatives to off-campus suspensions that lead to resolution of pupil misconduct without sending pupils off campus. Schools that use this section should not be precluded from suspending pupils to an off-campus site.

ELEMENT XI: EMPLOYEE RETIREMENT SYSTEMS

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

Certificated employees at WSCA shall participate in STRS as applicable to the position. All other full-time classified employees shall participate in PERS and the federal social security system as applicable to the position. The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies. The Business Manager shall be responsible for ensuring that appropriate arrangements for retirement coverage are made. The Charter School will develop a mix of salaries and benefits, commensurate with location and experience, necessary to attract and retain well-trained teachers and other staff.

ELEMENT XII: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra-and inter-district policies. 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 (or program of any 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 XIII: EMPLOYEE RETURN RIGHTS

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

No public school district employee shall be required to work at the Charter School. Persons employed by the Charter School are not considered employees of the District for any purpose whatsoever. Employees of the District who leave the employment of a local education agency to work at the charter school shall not be entitled to any special rights. Employees of the District who resign from employment to work at the Charter School and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements. The Charter School shall not have any authority to confer any rights to return on District employees. In the event the charter is denied by the District and instead is renewed by the SBE, the SBE may grant any other rights upon leaving employment to work in the charter school and any other rights to return to a previous employer as the SBE determines to be reasonable and not in conflict with any provisions of laws that apply to the charter school or to the employer from which the employee comes to the charter school or to which employee returns from the charter school.

ELEMENT XIV: DISPUTE RESOLUTION

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

DISPUTE RESOLUTION PROCESS

It is anticipated that the Authorizer and the Academy will maintain and enjoy a mutually beneficial and cooperative relationship.

The Board will adopt policies and processes consistent with this Charter for airing and resolving internal and external disputes.

Internal Dispute Resolution

The Board has created an internal dispute resolution procedure that shall be binding on students, parents, volunteers, Academy personnel, and Board members. All members of the school community will be provided with a copy of the Academy's internal dispute resolution procedure and will agree to work within it. The Board shall have authority to make final determinations regarding all internal disputes.

The Authorizer agrees to refer all complaints regarding the Academy's operations to the Superintendent/Executive Director for resolution in accordance with the Academy's adopted policies. In the event that the policies and processes fail to resolve the dispute, the Authorizer's Board of Trustees agrees not to intervene in the dispute without the consent of the Board unless the matter directly relates to one of the reasons specified in law for which a Charter may be revoked.

Disputes Between the Academy and the Authorizer

In the event of any dispute arising between the Academy and the Authorizer regarding the misinterpretation, misapplication, or violation of the Charter, representatives (or designees) of the Authorizer and the Academy shall meet and confer with the objective of resolving such disputes within fifteen (15) working days of the written request of either party. If within seven (7) days after the parties have met and conferred, or such longer period as may be agreed upon by the parties, the dispute cannot be resolved by the parties to their mutual satisfaction, the Authorizer and the Academy shall then convene a committee composed of two members of the Board of Trustees for the Authorizer, two members of the Board along with one staff member from both the Authorizer and the Academy. The committee shall meet within thirty (30) days, or

such longer period as may be agreed upon by the parties, to resolve the dispute to the mutual satisfaction of the parties.

If the committee convened pursuant to the preceding paragraph is unable to resolve any dispute between the parties within fourteen (14) days, or such longer period as may be agreed upon by the parties, such disputes shall be submitted to arbitration. The parties shall select a mutually acceptable arbitrator. If no agreement on the arbitrator is reached within five (5) days, then the parties shall request the state mediation/conciliation services to provide a list of seven (7) arbitrators from which the parties shall strike names alternatively until only one (1) name remains, which person shall be the arbitrator.

The arbitrator shall render a non-binding, advisory decision that will be in writing and will set forth findings of fact, reasoning, and conclusions on the issues submitted. All costs for the services of the arbitrator, including, but not limited to, per diem expenses, travel and subsistence expenses, and the cost for any hearing shall be borne equally by the parties.

Ground for and Process for the Revocation of the Charter

The Authorizer may inspect or observe any part of the Academy at any time. The Authorizer will provide written notification within five (5) days to the Board if observation, monitoring, and oversight activities are assigned or subcontracted to a third party by the Authorizer.

Education Code Section 47607(c) states that a charter may be revoked by the authority that granted the charter if the authority finds that the charter school did any of the following:

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
2. Failed to meet or pursue any of the pupil outcomes identified in the charter.
3. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
4. Violated any provision of law.

The Authorizer shall notify the Academy of any violation of this section and give the Academy a reasonable opportunity to cure the violation as required by Education Code Section 47607. Consistent with the requirements of Education Code Section 47607(d), if the Authorizer believes it has cause to revoke this Charter, the Authorizer agrees to notify in writing the Board and to grant the Academy reasonable time to respond to the notice and take corrective action to avoid revocation of the Charter unless the Authorizer determines in writing pursuant to Education Code Section 47607(d), that the violation constitutes a clear and imminent threat to the health or safety of the pupils. These provisions are to be interpreted consistent with any state board-adopted regulations regarding revocation.

ELEMENT XV: EXCLUSIVE 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)(5)(O).

WSCA shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”). The Charter School shall comply with the EERA.

ELEMENT XVI: SCHOOL CLOSURE PROCEDURES

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

Closure of the Charter School will be documented by official action of the WSCA Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

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

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall then be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

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

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

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

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix I, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

ELEMENT XVII: MISCELLANEOUS CHARTER ELEMENTS

A. Budgets and Financial Reporting

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 I, please find the following documents:

- A projected budget including cash-flow and projected reserves
- Budget assumptions based on expected 96% ADA rate
- Financial projections for the next three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By August 15, present based on MOU with Rocklin Unified School District.
3. 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.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. 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.

B. Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District shall be named as an additional insured on all

policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

C. Administrative Services

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

The Charter School anticipates it will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. Determination of qualifications of third-party contractors will be made through the same hiring and screening process used for all employees of RA. At any time the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, 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 and subject to District availability and willingness to provide such services.

Pursuant to Education Code Section 47604.32, the authorizer will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, WSCA shall pay the authorizer an oversight fee in accordance with Education Code Section 47613.

D. 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).

WSCA is located at 660 Menlo Drive, Rocklin California, in a facility purchased by RA, the costs of which are reflected in the attached budget. WSCA reserves the right to expand to other private facilities within Rocklin Unified to house part of its educational program should enrollment increase. WSCA also reserves the right to locate at other sites outside the District boundaries that would house its entire education program so long as it meets the notice requirements contained in 47605(a)(5)(A) and 47605.1(d)(1).

Should WSCA need to secure additional facilities in order to meet the needs of the Educational Program, that facility must provide adequate space for instruction, administration offices, lunch program, student activity areas, technology availability, parking, traffic access, restrooms, common areas, ADA compliance, security, and climate control.

E. Transportation

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP and as required by law for homeless pupils.

F. Attendance Accounting

The Charter School will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

G. Reporting

The Charter School will provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) and the School Accountability Report Card (SARC).

The Charter School agrees to and submits to the right of the District to make visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Section 47604.32.

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

H. Potential Civil Liability Effects

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

WSCA shall be operated by 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.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. WSCA shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, WSCA and the District shall enter into a MOU, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter for the renewal of WSCA, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The WSCA petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the WSCA petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term from July 1, 2014 through June 30, 2019.