

Charter Petition for Renewal

FOREST RANCH CHARTER SCHOOL

A California Public Charter School



Forest Ranch Charter School

15815 Cedar Creek Road
Forest Ranch, CA 95942

**Submitted to Chico Unified School District
October 15, 2014**

Charter Renewal Term:

July 1, 2015 – June 30, 2020

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Introduction

Charter Renewal Term

Governing Law: CA Education Code 47607(a)(1)-(2)

A charter may be granted pursuant to Sections 47605 ... for a period not to exceed five years. A charter granted by a school district governing board, a district board of education or the State Board of Education, may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

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

FRCS requests a charter renewal term of five years, from July 1, 2015 through June 30, 2020.

Founding Group and Current Leadership Team

The founders of FRCS were a well-rounded group of educators, business leaders, professionals, and parents who believed that all students should have the opportunity to excel academically in a small school setting. The founders brought together experience with non-profit organizations, charter schools, universities, the legal field, the sciences, emergency management, and business. Like the original Founders, FRCS is still united by a belief in the need for a small, personalized environment that fosters community and self-esteem, as well as personal responsibility, social action, and college preparedness. The majority of our Founding Group is still active in the school community. See Appendix 1 for more information on our current Administration and Board Members.

Achievements – 2010 Through 2014

Over the past four years we have worked hard to transform our vision into a well-organized, consistent reality that is also responsive and efficient when faced with changing times. From 2010-2011 we worked with consultants, grant mentors, other school leaders, and CUSD to create a well-defined infrastructure and maximize our potential. We set core values which include a commitment to sustainability. This action connects with our emphasis on caring for the world around us and emphasizes our ongoing desire for strong leadership and core value retention. We have incorporated common core standards into our report cards, as well as created kid-friendly standards, assessments, curriculum materials, and teaching strategies to best meet current state standards, including Common Core state standards and Next Generation science standards.

In 2013 our Board developed a strong strategic plan to provide direction through 2018. During the 2013-14 school year we concentrated on setting up new testing and thoroughly developing our LCAP. We are very proud of the school we have created and invite you to share some of our achievements.

- Since 2010, we have sent close to 100 entries to the Annual Chico State Science Fair and over 300 art entries to the Silver Dollar Fair.
- We have an active after school sports program which serves over 100 students every year.
- We have an active after school homework club which serves over 20 students a week.
- We have a working school laboratory designed to teach students the foundation of the scientific method as well as encourage an understanding of proper laboratory etiquette.
- We added fifty ChromeBook computers to our educational toolbox to encourage student's ability to navigate in a technologically dependent society.
- We have added two portable classrooms to accommodate our growth.
- Since 2008, we have more than doubled our student population.
- We have a dedicated aide in every classroom, every day.
- We have added an outdoor education teacher as well as an art teacher who are on campus every Wednesday to meet with students.
- Band is offered to students in 3rd-7th grades every Friday, and recorder lessons are offered to 1st through 7th every Friday.
- We have an elective program which meets throughout the year, offering such subjects as sewing, drama, cooking, and engineering to name a few.

Academic Achievement

Our school has shown a great deal of academic success. We have consistently met the academic goals outlined in our charter and in our yearly plans. When compared to similar area schools we regularly perform as well as or higher. Currently, we have the third highest 3 year weighted API average in the district. We have consistently shown higher API scores for our low income population than all area schools, with the exception of Sierra View. In addition, as documented in our Annual Performance Reports, we consistently meet our yearly student achievement goals and associated charter goals for academic gains.

Pupils Served

From its inception FRCS has had slow and steady growth, consistently meeting our targeted growth goals. In the 2015-16 school year we will reach our final configuration plan, serving students in grades K-8. We anticipate approximately 149 students in 2015-16 and will be at full capacity with approximately 160 students.

FRCS Exceeds the State Standards for Annual Instructional Minutes

GradeLevel	California Law (Ed. Code § 47612.5)	FRCS Minutes 10/11	FRCS Minutes 11/12	FRCS Minutes 12/13	FRCS Minutes 13/14
K	36,000	39,375	40,275	36,960	37,170
1	50,400	55,015	56,275	55,330	56,380
2	50,400	55,015	56,275	55,330	56,380
3	50,400	55,015	56,275	55,330	56,380
4	54,000	55,015	56,275	55,330	56,380
5	54,000	55,015	56,275	55,330	56,380
6	54,000	55,015	56,275	55,330	56,380
7	54,000	n/a	n/a	n/a	n/a
8	54,000	n/a	n/a	n/a	n/a

Community/Family Involvement and Volunteer Hours

Over 1,700 volunteer hours were tracked for over the past year for our parents and community volunteers. Community volunteers come in weekly to read with students, participate in science labs or give general help. Approximately half of our eighty-nine families volunteered during the 2013-14 school year. We continue to solicit volunteer hours from the community and our families. We encourage families to volunteer a minimum of fifty hours per year.

Diversity (as a percentage of population)

	2010/11	2011/12	2012/13	2013/14	2014/15
African Am.	3%	1%	0	2%	2%
Native American	2%	1%	1%	2%	9%
Asian	0	0	0	0	2%
Hispanic	2%	1%	1%	2%	3%
Pacific Islander	2%	0	0	2%	0
White	80%	79%	79%	80%	84%
Two + Races	7%	15%	18%	7%	0

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attain its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Rank in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Rank in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter must determine that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The following shall serve as documentation confirming that FRCS exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Also see Appendix 2: CDE DataQuest Reports, 2010-2014):

- FRCS attained its API growth target in the prior years, both school wide and for all groups of pupils served by the charter school, meeting the requirement of Education Code Section 47607(b)(1).
- FRCS achieved a statewide API rank of 7 or higher in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

Over the prior charter term, FRCS had the following API scores:

2010-2014 API Scores					
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?
2013-2014 and 2014-15	State-mandated testing suspended in 2013-14; API data not calculated or reported (see Note below). 3-Year Average API: 853 2013 Statewide Rank: 7* 2013 Similar Schools Rank: N/A				
2012-2013	7*	N/A	846	A (-16)	Yes
2011-2012	8*	N/A	866	A (+15)	Yes
2010-2011	7*	N/A	846	A (+3)	Yes
<p>“*” means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.</p> <p>“N/A” means a number is not applicable or not available due to missing data.</p> <p>“A” means the school or student groups scored at or above the statewide performance target of 800.</p> <p>(Source: CDE DataQuest, accessed October 2, 2014.)</p>					

Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

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

The decision to use one of the above criteria may be made on a program by program basis and is a local decision. (Source: CDE Information Guide, *Status of the Academic Performance Index and 3-Year Average*, May 2014, available at: <http://www.cde.ca.gov/ta/ac/ap/>.)

Analysis of Charter Renewal Criteria – School-wide

Our API growth scores have exceeded the statewide performance target of 800 in the last three years; in 2013, the API growth score was 846, and the 3-Year Average API is 853. Therefore, we have scored high enough that the school has not been assigned a growth target for the last three years and is noted to have met our growth target for each year. Moreover, for the last three years, we had a statewide API rank of 7 or higher; in 2013, the API statewide rank was 7. Therefore, we have exceeded the charter renewal standards of Education Code Section 47607(b) and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

In 2012-2013, we had only one numerically significant student subgroup, White, and had no numerically significant subgroups in the prior years. Numerically significant student subgroup API performance data is demonstrated in the table below:

2012-2013 API Growth Scores: Significant Student Subgroups				
Subgroup	Numerically Significant in Both Years?	2013 API Growth	API Growth Target (Actual Growth)	Met Student Group’s Growth Target?
White	Yes	843	A (-21)	Yes
"A" means the school or student groups scored at or above the statewide performance target of 800 in the 2012 Base. (Source: CDE DataQuest, accessed October 2, 2014.)				

Our only numerically significant student subgroup demonstrated a 2013 API growth score of 843. This subgroup also scored high enough that it has not been assigned a growth target and is noted to have met its growth target for the current year. Thus, our outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

AFFIRMATIONS and ASSURANCES

As the authorized lead petitioner, I, Kiersten Morgan, hereby certify that the information submitted in this renewal petition for a California public charter school named Forest Ranch Charter School (“FRCS” or the “Charter School”), and located within the boundaries of the Chico Unified School District (“CUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, agree that the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of FRCS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend FRCS, and who submit a timely application, unless FRCS 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 in accordance with 47605(d)(2). Except as provided in our Board Policy 3010 (Admissions and Enrollment) and in Education Code Section 47605(d)(2), admission to FRCS 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 FRCS in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- 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). [Ref. Education Code Section 47605(d)(1)]
- 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.

- 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)]
- Shall ensure that teachers in FRCS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- 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 FRCS without graduating or completing the school year for any reason, FRCS 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)]
- Will follow any and all other federal, state, and local laws and regulations that apply to FRCS including but not limited to:
 - FRCS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - FRCS shall on a regular basis consult with its parents and teachers regarding FRCS's education programs.
 - FRCS shall comply with any jurisdictional limitations to the locations of its facilities.
 - FRCS shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - FRCS shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA").
 - FRCS shall comply with the Public Records Act.
 - FRCS shall comply with the Family Educational Rights and Privacy Act.
 - FRCS shall comply with the Ralph M. Brown Act.
 - FRCS shall meet or exceed the legally required minimum number of school days.

Kiersten Morgan, Vice Chair
FRCS Board of Directors

Date

Element 1: Educational Philosophy and Program

Governing Law: CA Education Code 47605(b)(5)(A)

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

Mission

The mission of FRCS is to provide a community school that allows each student to maximize their learning potential in a safe and supportive environment.

In order for every child to reach his or her fullest potential, we prioritize the following tenets:

1. Every child must be held to clearly articulated and high expectations for achievement.
2. The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child.
3. Teachers and administrators must be engaged in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

Purpose

The purpose of FRCS is to maintain a local elementary school option in the Forest Ranch community, while at the same time providing a valuable educational alternative for the Chico community and beyond. The educational program is implemented by a collaboration of the FRCS Board of Directors, faculty, staff, students and parents, while focusing on our core values.

Core Values

- **Engagement** – At FRCS, we strive to create an engaging atmosphere using innovative, individualized, hands-on, project-based, and thematically-integrated lessons.
- **Integrity** – Our school community will act with respect, honesty, and courage. Emphasis will be placed on character/LifeSkill education and learning through community service projects and active student leadership. High expectations will be held across campus.
- **Security** – We all work together to ensure that our campus is a physically and emotionally safe environment for growing and learning.
- **Community** – The Board, faculty, staff, and students will form a learning community through building relationships, partnerships, and inclusive family-centered collaboration.
- **Sustainability** – Our school community is committed to fiscal responsibility, core-value retention, and strong leadership to ensure the continuity of FRCS as an organization.

Student Population Served by the School

The priority of FRCS will be to enroll:

1. Currently enrolled students with an Intent-to-Enroll form on file
2. Siblings of currently enrolled students with an Intent-to-Enroll form on file
3. Children of current faculty/staff
4. Children of founders
5. Students from the Forest Ranch Community
6. Students from the Chico Unified School District
7. Students whose needs call for a small school environment rich in literacy, environmental studies, science, social studies, technology, mathematics, and who will thrive with individualized attention.

FRCS serves students in grades TK through 8 from the Forest Ranch Community and surrounding areas, yet admission is open to all students who wish to attend, subject to the school's capacity. Grade configuration is determined by available facilities and enrollment. The current configuration is as follows: TK/Kindergarten, two 1st-2nd grade classes, two 3rd-4th grade classes, one 5th grade class and a 6th-7th grade class. The charter school offers full-time or short-term Independent Study pursuant to state law and FRCS Board Policy (reference Education Code Section 51745 *et seq.* and FRCS Board Policy 4060).

Currently there are approximately 137 students ranging in ages from 4 to 12 at the school. We offer grades K-7 and will expand to a full K-8 program in the 2015-16 school year. The academic calendar is included in Appendix 3, and annual instructional minutes comply with Education Code Section 47612.5 (36,000 for TK/K; 50,400 for grades 1-3; and 54,000 for

grades 4-8).

Forest Ranch Charter School prepares its students for the future by creating exceptional opportunities for them to learn. We equip our children with strong academic skills. Concurrently, we help them begin the lifelong process of learning and enable them to find paths that make their lives and the lives of others sustainable, productive and enjoyable. An education from FRCS is differentiated from traditional schools in two ways: by the foundation of skills its students develop to cope with change, diversity, and a rapidly increasing body of knowledge; and by the breadth of the exposure its students have to the larger world.

An essential characteristic of our educational program is its continued emphasis on the balance of intellectual, physical and social/emotional development of its students. To stimulate the mind, the school offers a broad and balanced, personally rigorous curriculum that is both carefully planned and regularly reviewed. We offer a personalized education in which teachers, students, and parents collaborate in the learning process. To achieve this goal, we strive to maintain a lower teacher/student ratio and aide support in all classrooms within available resources.

We provide an excellent educational program and intend to develop effective community leaders. We believe a well-educated person and community leader in the 21st century will be technologically fluent, self-motivated, committed to being a lifelong learner and able to demonstrate the FRCS school-wide outcomes of critical thinking, communication, personal responsibility, and social responsibility. Students will be able to address complex community issues and communicate effectively across such traditional divides as race, gender, and class. They will do this with both a healthy sense of self and empathy for others. Additionally, we will seek ethnic, racial, and socioeconomic diversity and will welcome applicants with a wide range of talents and learning styles.

How Learning Occurs at FRCS

Highly Effective Teaching

Forest Ranch Charter School offers a broad and balanced curriculum which includes thorough instruction in the traditional academic disciplines: English/language arts, mathematics, science and social studies. Visual and performing arts, technology, athletics, and environmental studies will be integral parts of the program.

Our focus is on utilizing practices generated from current research in education, psychology, and human development to maximize the development of the “whole child.” While we are not limiting ourselves to a specific model, we do incorporate methods from the Highly Effective Teaching (HET) model designed by Susan Kovalik and Associates. The HET model emphasizes the use of teaching practices that are aligned with current research

surrounding learning and the brain. This model also incorporates the use of Howard Gardner's work surrounding multiple intelligences which recognizes there are a variety of ways to problem-solve or produce a product and these ways utilize different areas of the brain.

The model is based around four primary elements. First, it promotes the theory that while genetics may set certain parameters for intelligence, enriched environmental input can "significantly increase the development of one's potential." Second, it focuses on a brain/body connection making the points that "emotion drives attention, which drives learning, memory, problem solving and just about everything else" and that movement enhances learning. Third, it discusses individual differences in learning styles and how use of "multiple intelligence" information and applications in the classroom can enhance student learning. Finally it makes the point that learning is a two-step process: first searching for patterns to enhance understanding and then acquiring a skill set for utilizing our knowledge and embedding it into our long-term memory.

Each of these four principles has a variety of practical classroom applications which help to create a more effective learning environment. Applications of the HET model along with the curriculum development process and other educational methods are discussed, painting a picture of what education will look like on our campus.

Through integrated thematic units teachers strive to differentiate education to meet diverse learning styles. We balance teacher and child-centered instruction to create a rigorous academic program that promotes self-reliance, social action, and a passion for learning. We lean towards a multi-age rather than a combination class emphasis, allowing children to move through the standards in a way that challenges each student at an optimal level for their own growth. Multi-faceted assessment drives instruction, and we provide an environment where all learners have access to student support services. We provide a broad and enriched education that is aligned with the current California State Standards (including Common Core state standards and Next Generation science standards). Technology, P.E., journalism, environmental studies, and visual and performing arts are part of the curriculum.

Movement, visual and performing arts, environmental studies, and technology are integrated into the core academic subjects throughout the year to enhance learning. Children are assessed in relation to current grade level state standards by use of multiple measures. These include, but are not limited to, computer based assessment that provides detailed information surrounding progress in each of the standards, running records, grade level benchmark assessments, presentations, projects, in-class quizzes, in-class writing, textbook generated exams and various other teacher designed performance assessments. The following is a list of elements you will find in our classrooms adopted from the HET

model: nurturing reflective thinking, meaningful content, movement to enhance learning, enriched environment, choices, adequate time, collaboration, immediate feedback, mastery and an ability to use real life concepts and skills.

Daily practice of math, spelling and critical thinking skills are taught with an emphasis on integrated and conceptual learning where connections are made across the subjects as much as possible. Teachers create learning opportunities that include a range of experiences and incorporate aspects of multiple intelligences. Lesson plans begin with the current state standards and then incorporate a variety of enriching materials. Teachers design their “significant knowledge” and “skill” key points using state standards as the minimum, while differentiating learning so that all students are challenged and supported in the learning process. Inquiries (student learning activities) are designed around a central concept that is woven through the various topics being studied in that learning period. Integrated thematic instruction is used at varying levels dependent on the skill level of the teacher delivering the program. Teachers receive on-going training and mentoring in the philosophy, moving to a more integrated program as their skill level in curriculum design increases.

The use of well planned field trips and hands-on experiences which actively engage learners enables them to obtain a greater degree of sensory input, thus allowing for a more meaningful understanding of material and concepts to be learned. Whenever possible, children learn first by doing and by “being there.” The next best thing would be “immersion” in the topic being studied and hands-on representations of the “real thing.”

Visual and Performing Arts

At FRCS, the Arts are woven through instruction to: enhance learning; allow students to express creativity; create emotional connections; encourage students to explore new ideas; and make content more meaningful. We believe that learning about the Arts and developing artistic competencies are crucial to healthy growth of the “whole” child. We provide multiple opportunities throughout the year for students to expand their artistic skills. Some of these opportunities are:

- Students receive weekly music instruction (either recorder, classroom music, chorale, band or a combination)
- Students attend multiple performances or viewings per year
- Students actively participate in a minimum of 3 performances per school year
- The visual arts are woven through general classroom instruction on a weekly basis and students have opportunities for specific art instruction during fine arts class and through arts electives.
- Students have the opportunity to participate in a range of performance electives each year (Improvisation, Dance, Musical Theater culminating in School Musical)

Environmental Studies/Outdoor Education

Students at Forest Ranch Charter School are actively involved in learning about the environment and participating in Outdoor Education. One of our core values is a commitment to sustainability; sustainability of our school and the world around us. Respect and care for the natural world is actively woven through lessons and campus practices (recycling, composting, re-using, helping animals, removal of invasive plants to name a few). Students engage in many activities throughout the school year to foster respect.

- Students participate in Outdoor Education classes every other week with learning activities from programs like Project Wet and Project Wild
- K-2 students participate in monthly nature observation, hikes, and gardening activities.
- Students in grades 3 to 8 participate in monthly Outdoor Learning opportunities (Kids and Creeks, Nature Center, CSUC Reserve, Rancho Esquon, etc.).
- Students in grades 3 to 8 participate in a minimum of one activity to learn about and remove invasive plant species or restore native habitat each school year.
- All 3rd to 8th grade students receive monthly environmental education instruction using California's EEI (Environmental Education Initiative) curriculum

Service Learning/Student Leadership

An integral part of our program is the development of character, leadership skills and civic responsibility. Character education is included in everyday activities. Town Hall meetings are held to help students solve problems and service work is encouraged to teach children to be responsible members of their community.

- Students in 3rd to 8th grade have weekly opportunities to participate actively in student government and student operations (Post Office, store, committees, special events, newsletter, etc.).
- All students participate in multiple school-wide presentations yearly during monthly assemblies.
- All students participate in a minimum of three service learning projects during the school year.
- All students will have opportunity, at least once a month, to work with an older mentor or be a mentor to a younger student.
- Students in 5th to 8th grade will present at least one formal presentation a year.

Positive Behavior Support

We concentrate on character education through LifeSkills (see Appendix 4) and Lifelong Guidelines, promoting good citizenship and a healthy lifestyle. We implement a Positive Behavior Support program across campus. Positive Behavior Support is a decision-making framework that guides selection, integration and implementation of the best evidence-

based academic and behavioral practices, to improve important academic and behavioral outcomes for all students.

Teachers and other adults on campus work to create predictable routines and procedures that allow students to work towards greater understanding surrounding emotion and regulation of their emotional state. A positive community is created by the requirement that everyone on campus collaboratively work at improving use of the Lifelong Guidelines and LifeSkills. Emphasis is placed on teaching desired skills and nurturing of personal satisfaction surrounding positive social interactions and a 'job well done' rather than the use of a reward-punishment system.

Whenever possible, natural and/or logical consequences are applied for inappropriate behavior. Students participate in "Town Hall" meetings and collaborative learning clubs. Teachers and students work to understand and acknowledge that each of us has different preferences and ways of doing things based on our temperament. Teachers work to keep temperament differences in mind when preparing and facilitating learning experiences. Students are taught to adjust their own style and allow for others when working collaboratively.

Family-Centered Practices

We get to know each student and family well and utilize Family-Centered practices on campus. Our focus is on positively affirming the family's role in the education process and supporting and acknowledging the decisions they make for their child's education. All staff are trained and refreshed each year in Family-Centered practices.

It is our intention to offer a high quality education that provides our students with the necessary knowledge base and skills (both social and academic) for them to be successful in their future academic and life endeavors. We utilize developmentally appropriate teaching methods that accommodate the whole child and respect individual learning styles, developmental readiness, and rates of achievement. Small class sizes, differentiated instruction, small group instruction, collaborative learning and community involvement greatly contribute to developing FRCS as a learning community.

FRCS has established four overarching goals and objectives that are the cornerstone of our educational program: The School Community, Differentiated Learning, Current State Standards Based Curriculum, and Appreciation for Diversity and Culture.

The School Community

The School Community is comprised of teachers, students, parents and Forest Ranch community members. Together we form a group dedicated to the education and well-being of the children entrusted to us.

The Teachers

Forest Ranch Charter School employs teachers who believe that education is an engaging, active process that encourages students to accept challenges, give their personal best, and learn from their mistakes. We seek out teachers who are exceedingly able and dedicated, who care deeply about children, and are responsive to the needs of individual students and families. We employ teachers who value the best elements of traditional and innovative education and support the development of every student's mind, body and spirit. These teachers are well-versed and trained in research-based instructional methodology and best practices. Supported by new technologies and ideas, they are eager to consider fresh approaches and strategies to maintain high standards throughout the curriculum. They are committed to the academic and personal growth of students.

Each faculty member has an ITSP (Individualized Training and Support Plan) customized to support their overall growth as a teacher as well as school wide and specific classroom goals. When a teacher is first hired they attend a multi-day Highly Effective Teaching (HET) conference and receive individualized training in all overarching school philosophies (specific teaching strategies, Positive Behavior Support, Family Centered Service Delivery). In addition, they receive support and training as needed in areas such as Step up to Writing, Guided Reading, BTSA, Common Core, EEI curriculum, and others. Throughout their teaching career, evaluation, support and professional development are all connected. Training, mentor and support opportunities are collaborative choices between teachers, the teams they are part of, and administration. Our strongest feature is that we provide a great deal of team based, collaborative professional development, while also providing customized mentoring, support and professional development opportunities based on what each employee needs and wants to meet their individualized goals.

A unifying school theme is chosen each year. Parent, student and teacher education is focused on elements related to this theme. During the school year, teachers meet at least three times a month to work collaboratively towards theme, classroom and school-wide goals. There are three professional development days built in to each school year for training, goal assessment/development, and team building. We encourage collaboration with other charter schools and their teachers.

All teachers at FRCS are well qualified under the No Child Left Behind Act and have their clear multiple subject credential, including a CLAD certification, or are supervised by "highly qualified" faculty until this requirement is met.

The Students

Students work to demonstrate the capacity and motivation to affirm the core values of the school community and to find success in a comprehensive and challenging program. Students leave this school prepared to be responsible and productive citizens in a

democracy.

The Parents

Much of the school's philosophy lies in the knowledge that children with families who are involved in their child's education are more successful academically. Families who attend FRCS are encouraged to volunteer their time and expertise at our school. Parents and staff support each other for the success of FRCS. Each family is encouraged to spend 2 hours per week or 50 hours per year volunteering and supporting FRCS in many different ways, including assisting teachers in the classroom, driving on field trips, serving on our Parent Teacher Partnership, or working on a committee.

We will use a variety of methods to encourage parent involvement (provide literature discussing how children with involved parents perform better in school, parent/volunteer appreciation events and recognition, etc.). Parents support their children and the school by encouraging studying and reading at home, supporting good behavior at school, and participating in school activities and committees. In line with our Family-Centered philosophy, parents will be valued and included members of the school culture. Parental input will be actively solicited. Parents will be decision makers in the operation of the school. The school continues to develop meaningful community partnerships to help sustain and deliver its educational mission.

Forest Ranch Community Members

We have a diverse and active community with strong leadership. One of our greatest strengths is that we have people from a wide range of professions and walks of life. This community is committed to its children and is eager to participate in their education. At this time we have volunteers who are serving on the board, mentoring our students and staff, and helping to create innovative new programs. Community volunteers help in our library, read with students, teach students about invasive species and other environmental issues, drive on fieldtrips, teach art and science electives, play and share music with our students, and many other things.

Differentiated Learning

FRCS provides an innovative, standards-based curriculum where teaching focuses on the individual child's needs by building sequential, developmental learning at each grade level. Student achievement data informs instructional decisions. Student academic and behavioral growth will be monitored through an extensive progress monitoring assessment system. Teachers collaborate to develop a program that best meets each student's needs, capitalizing on teachers' specialties and allowing students to work on skills appropriate to their achievement level. Our program empowers students to be more flexible, independent learners who actively participate in their own learning process and strive to develop in each

of the multiple intelligences. Therefore our teachers encourage students to try new things as well as think about how they best learn new material (meta-cognition, meta-memory). It is our belief that students who are more involved in their learning are more engaged and effective learners. Character Education teaches students to develop strong interpersonal skills, empowering them to effectively handle peer situations and relationships. The computers located in each classroom help provide more differentiated instruction across subjects.

FRCS offers many special programs to further meet the diverse needs of our students. We have an extensive RTI program. We have a Site-Based Intervention Coordinator who works effectively with CUSD's special education services to provide a range of pull out and push in services to all students in need. We also have a variety of school-wide programs that support struggling students. Some examples are: cross-age mentors, after school Homework Club, Editing Club, Math Fact Masters and Reading Log parties. For accelerate learners, we offer GATE, accelerated Math, campus-wide Discovery Science Days and advanced elective options.

Current State Standards Based Curriculum

FRCS will ensure that all students, including socio-economically disadvantaged, English language learners and low achieving students, master state academic content standards and have the opportunity to learn in a technology-rich environment. Our teachers strive for academic excellence by using a range of state adopted, supplementary, and teacher created curriculum to meet or exceed current state standards in all core content areas. Teachers have access to an extensive student and resource library as well as a wide range of curriculum and hands-on instructional materials. Teachers have access to various on-line services and curriculum (Reading A-Z, Discovery Education United Streaming and Techbooks, i-Ready diagnostic and learning programs, and many others). Each classroom (1st through 7th) is equipped with an LCD projector and a document camera. We have approximately one Chromebook or PC to every two students and are piloting tablets for use with our oldest and youngest students.

Multiple measures are used to assess student progress throughout the year. Students are assessed through teacher-created formative assessment and observation surrounding mastery of state standards and a minimum of the following: text based chapter tests, running records, the BPST, as well as baseline, midyear and end of year computer adaptive assessment of the standards (Scantron's Ed Performance Series). The assessment plan is individualized to meet the unique needs of each student. Results are analyzed and used to drive both individual and group instruction. Our primary goal is to allow each student to maximize his or her individual potential while focusing on mastery of current state standards by use of brain compatible strategies and individual learning styles. Concepts are taught through thematic units that integrate subjects in

cooperative learning groups. Students move forward at a rate that challenges their individual abilities.

At FRCS teachers embrace Common Core ideas. They recognize that to enable students to be literate in the 21st century they need: to read literature and informational text for application across curriculum; pick carefully through vast amounts of digital and print information; demonstrate reason and provide evidence. This allows them to build knowledge, enlarge experience, broaden world views and be effective citizens in contemporary, democratic society.

Language Arts

Teachers start with Common Core state standards and use a detailed Language Arts template to design a balanced literacy program that moves students towards effective reading, writing, listening, and speaking. Instructional materials used to create an effective literacy program include, but are not limited to, Houghton Mifflin Reading and Spelling, a large assortment of fiction and non-fiction guided readers, Saxon Phonics, Explode the Code, Primary and Zoo Phonics, Reading A-Z, i-Ready Learning program, Easy Grammar, Step Up to Writing, Writer's Workshop Materials, Working with Words program materials, Thinking Map materials and a large assortment of content-based readers. Teachers then use a range of programs including Daily 5, Writer's Workshop, Working with Words, Buddy Reading, DEAR, and Guided Reading Groups in their daily teaching. Multiple measure assessments used to assess and further guide student learning include, but are not limited to, K-2 benchmarks, computer adaptive ELA assessment in Common Core standards, Dibels, Spelling Inventories, running records, BPST, teacher created assessments, text based quizzes and tests, writing samples, projects, and presentations.

Teachers create a rich literary environment where students are exposed to vocabulary and discuss ideas from a wide variety of publications and genres. Students spend a significant portion of their day reading and improving their writing skills. Students also receive direct instruction in grammar, spelling, vocabulary, handwriting, and keyboarding. Extension activities in the arts and technology enhance student's understanding and analysis of literary works and increase their verbal skills. Research projects incorporate the analysis and comparison of informational print and digital texts as students choose appropriate materials/information and utilize resources to broaden knowledge and provide evidence to support their ideas.

Math

The current Common Core math standards emphasize practice of mathematical skills in a real world context, promoting the mastery of math content and furthering the development of mathematical problem solving strategies. Through these practices students gain procedural skill, fluency, and the ability to apply mathematics to meet the challenges of the 21st century.

Mathematic activities are woven through our curriculum in a manner that makes content more meaningful. Whenever possible, real-life experiences and hands-on activities are used so that students make purposeful connections surrounding the math concepts being taught. We provide a balanced math program that incorporates systematic daily instruction and practice, as well as real world math experiences. Daily instruction provides incremental review and problem solving activities. Students are given ample opportunity to practice new skills and gain mastery of the concepts. Math instruction is differentiated so that all students are challenged at a level that is optimal for their personal development.

Teachers use Sadlier-Oxford with Common Core supplemental materials in grades K-5 as a base program. They use a detailed math worksheet to meet specific and recommended school requirements. They have access to a wide range of Math literature to support students and teachers as well as hands-on and web based materials. These include: Marilyn Burns problem solving books, Puddle Questions, Marci Cook materials, Montessori and Lakeshore kits, math readers, Touch Math, Key to Math Intervention, Singapore Math, Focus Math, Math Fact Master Materials, and i-Ready on-line math learning.

For our Middle School (6-8) we have adopted College Preparatory Mathematics (CPM) and use the full program with all accompanying materials. Teachers have been trained in program usage and supplement with other materials as necessary to further real world experiences and conceptual mastery. Sixth through eighth grade teachers have access to all of the aforementioned math materials as well as on-line Kahn Academy.

Science

At Forest Ranch Charter School, we recognize that a solid understanding of core scientific ideas is critical to our student's future success. Science plays a central role in modern day innovations, the workplace, achieving higher education, and being a well-rounded, informed citizen. Through use of an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and unifying principles.

Teachers will have access to multiple state-adopted texts as well as a varied range of non-fiction, leveled reading material, and supplementary materials. These include: Foss kits, GEMS materials, LHS materials, Lyrical Learning, models, hands on manipulatives, lab equipment and specimens, Discovery Education on-line science Techbook, United Streaming videos, an extensive digital library with current scientific articles, a vast assortment of field guides and reference books, and Environmental Education Initiative (EEI) curriculum.

Instructional strategies include, but are not limited to, weekly computer based activities (videos, text, virtual labs, and activities), Outdoor Education and/or Science laboratory activities, in-class demonstrations, hands-on activities including model development and engineering applications; gathering and analyzing data, research projects, non-fiction reading groups, and field trips.

Students rotate weekly Science Lab and Outdoor Education/Environmental Studies activities. Laboratory activities are inquiry-based and support classroom learning. Teachers use Project Wet, Project Wild, and EEI curriculum. Our 3-8th grade faculty is currently involved in a three year I-STEM training and will be incorporating new ideas into their teaching.

Social Studies

Social Studies is a central part of the curriculum. Thematic units are used to teach important concepts in this area. Social studies will be used as a basis for much of the student's literary activities. Students make connections between what life was like in the past and now, different cultures, historical figures and their contributions and learn how geography is integral to the study of human civilizations. Students learn how to critically examine texts, searching for clues and connections to determine what really happened. They learn to differentiate between primary and secondary sources and use document based evidence to support their theories.

Teachers will create engaging lessons using a range of supplementary and state-adopted resources. These include, but are not limited to: The History of Us, Oxford Press, The Ancient World Series, Interact programs, an array of videos from United Streaming, History Channel and PBS, Discovery Education Social Studies Techbook, an array of leveled readers, ABC Clio database, etc.

Social Studies content is integrated throughout the curriculum with students acquiring skills in reading, writing, math, visual and performing arts. Students receive regular social studies instruction that focuses on CA History-Social Science Content

Standards or current required CA State Standards. Emphasis is placed on living history experiences, other “being there” experiences, historical re-enactment, and hands-on activities. Students engage in productive individual and group projects to make learning goals more meaningful. Other teaching strategies include the use of non-fiction and historical fiction texts, plays, computer-based information (articles, videos, interactive activities), mini research projects and presentations, field trip experiences and debates.

Appreciation for Diversity and Culture

FRCS attempts to recruit students and families who seek a diverse, student-centered educational environment. Special emphasis is placed on celebrating the accomplishments of minorities. We hold at least one multi-cultural appreciation event each year where students research and learn through the cultural activities of other countries and groups of people.

In summary, our four overarching goals and objectives provide an effective educational program at FRCS.

- **High Expectations:** Students are expected to adhere to high standards of student behavior and academic achievement. LifeSkills and Life Long Guidelines are directly taught and modeled by staff. Students are expected to demonstrate these values in their schoolwork as well as their interactions with peers and adults.
- **Significant Support:** Small class sizes with classroom aides in every classroom, and strong academic, social, and intervention support programs.
- **Parent and Community Involvement:** Develop meaningful community partnerships which help to sustain and deliver our educational mission.
- **Focus on Results:** FRCS focuses on high student performance, measuring results on standardized tests and other reliable indicators, and using this data to improve teaching and learning. Students, parents, and staff create and reinforce a culture of achievement.

Note: A full curriculum for Grade 7 can be viewed in Appendix 5.

FRCS Goals and Actions to Achieve the Eight State Priorities:

CHARTER ELEMENT 1 – EDUCATIONAL PROGRAM CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.</p> <p><u>Local Control Accountability Plan (“LCAP”)</u></p> <p>The Charter School will produce a Local Control Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to its authorizer and the Butte County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p> <p>Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”</p>	
<u>STATE PRIORITY #1— BASIC SERVICES</u>	
<i>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))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English Learner Authorization, or English Learner Authorization in progress, as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold a valid CA Teaching Credential with appropriate English Learner Authorization; Business Manager will annually review credential status.

SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	When our school opened it was our intention to use technology to help bridge the gap between high and low learners and provide extra support/challenge as needed. We have access to enough computers and innovative programs to achieve this, but have been unable to fully implement technology solutions due to limited bandwidth. Goal - Increase student access to and use of technology to further differentiate student learning and provide access to new, innovative Common Core curriculum.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Work with various internet providers and state agencies to increase bandwidth. 2. Hire IT Support Personnel 3. Provide more technology training and support to faculty and staff.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility in partnership with CUSD who owns the facility.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Daily general cleaning by custodial staff will maintain campus cleanliness. 2. Annual and monthly facility inspections will screen for safety hazards.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	Increase faculty adherence to new Common Core standards.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Design and implement CCSS-aligned assessments, kid-friendly standards, curriculum, and report cards. 2. Faculty to receive training in implementation of Common Core State Standards and Next Generation Science Standards annually. 3. Teachers use Common Core State Standards based report cards.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	We do not have EL students but have teachers with experience and proper training/credentialing if EL students enroll. See attached 7 th grade curriculum or EL section at the end of Element 1 for further information on service for EL students.
ACTIONS TO ACHIEVE GOAL	No goal

SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	See above
ACTIONS TO ACHIEVE GOAL	See above
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Charter School Governing Board
ACTIONS TO ACHIEVE GOAL	Each spring, we seek nominations for Parent Members on the Board. All parents of school children are given the opportunity to seek nomination for a seat and make a choice for their representation.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Maintain the Parent Teacher Participation Group and School Advisory Council
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. School Administration will work with PTP and Faculty to recruit parents via Newsletter, personal invitation, flyers, and e-mails. 2. Hold monthly PTP meetings 3. Hold School Advisory Council meetings at least once a trimester.
SUBPRIORITY C – UTILIZATION OF PARENT INPUT	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys.
ACTIONS TO ACHIEVE GOAL	Annually, Forest Ranch Charter School administration and faculty will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ol style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment 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 California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) 	

<p>E. <i>EL reclassification rate</i></p> <p>F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></p> <p>G. <i>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</i></p>	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Establish baseline and make adequate progress, in all applicable student subgroups, in relation to other similar area schools in meeting adequate yearly growth on CAASPP assessments.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Utilize appropriate CCSS aligned instructional materials and classroom instruction conducive to learning. 2. Develop effective Response-to Intervention program that includes range of research validated interventions. 3. Provide afterschool Homework Club (as funding permits). 4. Use appropriate technology and classroom aides to further support differentiation of learning in classroom.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	100 % of students, including all statistically significant student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CAASPP
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ol style="list-style-type: none"> A. <i>School attendance rates</i> B. <i>Chronic absenteeism rates</i> C. <i>Middle school dropout rates (EC §52052.1(a)(3))</i> D. <i>High school dropout rates</i> E. <i>High school graduation rates</i> 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	FRCS will maintain a 95.2% ADA rate.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Increase parent education surrounding personal, academic, and school consequences of poor attendance. 2. Increase student incentives for high attendance rates.

SUBPRIORITY B – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students who have attended FRCS for a year or more during 7 th or 8 th grade will graduate from 8 th grade.
ACTIONS TO ACHIEVE GOAL	FRCS will offer an academically engaging learning environment for all its students, including members of all subgroups.
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	FRCS will maintain an annual suspension rate of less than 3%
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Increase educational opportunities for parents regarding use of PBS system. 2. Provide annual training in Positive Behavior Support Procedures and referral system. 3. Implement computerized tracking system. 4. Develop rewards/recognition system based on LifeSkills program. 5. Continue student LifeSkill education and Leadership programs.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Forest Ranch Charter School will maintain an annual expulsion rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	See Actions for SUBPRIORITY A
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	FRCS students and staff will adhere to the School Safe Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees are trained on the elements of the School Safe Plan. Students will participate in monthly fire, earthquake or Code Red drills.
STATE PRIORITY #7— COURSE ACCESS	
<i>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.</i>	
<i>“Broad course of study” includes the following, as applicable:</i>	
<i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical</i>	

<i>education, and other as prescribed by the governing board. (E.C. §51210)</i> <i>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))</i>	
GOAL TO ACHIEVE SUBPRIORITY	FRCS students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's Charter.
ACTIONS TO ACHIEVE GOAL	1. All academic content areas will be available to all students, including student subgroups, at all grade levels.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. All students participate in daily reading, writing/grammar and word work instruction designed to increase mastery of Common Core State Standards in English Language Arts. 2. Increase student time spent in response to literature activities particularly with non-fiction text. 3. All students performing below grade level on more than one measure will receive increasing levels of support/intervention in English Language Arts until resource/intervention goals are achieved.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. All students participate in daily math instruction. Weekly students will engage in main lesson, review, critical thinking, hands-on and real world math and collaborative learning activities to meet CCSS. 2. Continue campus-wide Math Fact and Mentor Math programs. 3. All students performing below grade level on more than one measure will receive increasing levels of support in Math until goals are met.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, geography, and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography, and

	economics using the CA History-Social Science Content Standards or current required CA State Standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts, reenactment activities/plays, computer based information (articles, videos, interactive activities), Interact program, mini research projects and presentation, field trip experiences, debates, and hands-on projects.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, and students with exceptional needs will demonstrate grade level skills and content knowledge in life science, earth and space science, physical science and engineering.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Through use of an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and unifying practices. 2. Instructional strategies will include but are not limited to weekly Outdoor Education or Science laboratory activities, in-class demonstrations, hands-on activities including engineering applications, gathering and analyzing data, research projects, non-fiction reading groups, and field trips.

Plan for English Learners

Forest Ranch Charter School meets 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. We implement our policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

Forest Ranch Charter School administers the home language survey upon a student’s initial enrollment into FRCS (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English are California English Language Development Test (CELDT) tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31 until re-

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

designated as fluent English proficient.

FRCS notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT is used by FRCS to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing and used as one of the measures to determine whether students re-designate from EL to Fluent English Proficiency.

Reclassification Procedures

Reclassification procedures at FRCS 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 in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- 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

Teachers plan instruction which supports and develops EL students' ability to increase their English proficiency. Teachers of EL students will be CLAD or California Commission on

language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Teacher Credentialing-recognized equivalent-certified, and employ SDAIE teaching strategies. English Learner literacy and classroom strategies include:

- Combining multiple research based methods and strategies into a coherent reading instruction program.
- Using systematic and explicit instruction to develop phonemic awareness.
- Individual phonics skills development.
- Engaging students frequently in oral reading to develop fluency.
- Promoting reading comprehension through research based explicit strategies.
- Honoring the language, customs, history, and perspective of bi-lingual students and their families.
- Stressing the benefits of being able to function in multiple communities, languages, and literacies.

Monitoring and Evaluation of Program Effectiveness

FRCS evaluates the effectiveness of its education program for ELs by:

- Adhering to FRCS-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Academically High-Achieving Students

Our program provides additional support and challenges for high achieving students. Lessons are individually designed to ensure higher-order thinking skills and productive collaborative learning. Teachers are trained to challenge students who master the standards in their grade level early by providing project-based learning activities. The FRCS program design is an advantage for both higher and lower achieving students and ELs because every child is encouraged to meet the grade level standards at their own pace.

Additionally, peer tutoring and mentoring are effectively used at FRCS as older students team up with younger students. The curriculum is enriched with many different activities, keeping higher achieving students active and engaged. In addition, high achieving students will be referred for testing, as appropriate, to be placed in our pull-out GATE program. GATE classes offer additional enrichment opportunities for many of our high achieving students.

Academically Low-Achieving Students

Universal screening is employed in Kindergarten and to all newly admitted students in order to detect possible learning difficulties early on. An RTI three tier approach is used with initial interventions beginning in the regular education classroom. Frequent progress monitoring assessments are used to determine if students have progressed enough to exit an intervention group, or if there is not sufficient response to the intervention, then referral to a more intensive program. Progress monitoring assessments continue in order to match the appropriate instructional intervention for each and every student. Examples of regular education classroom interventions are: double-dosing (receiving reading instruction twice a day), flexible groupings, peer/cross age tutoring, differentiated groups, and individualized instruction. More intensive interventions include pull-out, push-in, or programs such as Read Naturally, SIPPS, Reading Recovery, Wilson, Step Up to Writing and MATHFACTS. Weekly collaboration teacher meetings address working effectively with struggling students to ensure grade level achievement. Assessments chart student growth and are recorded. Information from these programs is used for parent-teacher conferences and in grouping students for instruction. If further intervention is warranted, a Student Study Team (SST) is convened. The SST includes student requiring services, parent or guardian, teacher, and appropriate administrative personnel. If the SST finds that the initial intervention plan is not adequate to meet the student's needs, it will be recommended that FRCS refer the student for formal special education assessment. Parental permission is necessary before any assessment can be administered.

Plan for Students with Disabilities

FRCS complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

FRCS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by FRCS shall be accessible for all students with disabilities.

Services for Students under the IDEIA

FRCS is categorized as a public school of the District in accordance with Education Code Section 47641(b) for purposes of special education. The specific manner in which special

education and related services is provided and funded is set forth in a separate Memorandum of Understanding (MOU), which delineates the respective responsibilities of FRCS and the District. An overview of these responsibilities includes, but is not limited to, the following:

- FRCS assures that every reasonable attempt is made to identify students with disabilities and that their needs are evaluated and served in compliance with all applicable laws.
- No student shall be denied admission to FRCS 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.
- FRCS utilizes Student Study Team (SST) process by which to help identify and serve its special education students and find ways to serve other students who do not qualify for special education services.
- FRCS will notify the District when it enrolls and releases special education students.
- FRCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

Section 504 of the Rehabilitation Act

FRCS 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 FRCS. 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 FRCS.

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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which 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 including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence 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 IDEIA, a referral for assessment under the IDEIA 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 a 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 FRCS'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 Executive Director 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.

Element 2: Measurable Student Outcomes

Governing Law: CA Education Code 47605(b)(5)(B)

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all students 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. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, which apply for the grade levels served, or the nature of the program operated, by the charter school.

Forest Ranch Charter School meets all statewide standards and conducts pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or pupil assessments applicable to pupils in non-charter public schools.

Our students will continue their education in a world growing ever more complex, interdependent and uncertain. This demanding future requires citizens who are self-confident and broadly educated, who possess ethical standards against which they can judge the choices they will have to make, and who are eager to contribute to a changing world. FRCS students will have a well-founded understanding of the interdependence among people and their social and physical environments. They will have the capacity to approach the world with compassion and respect.

Basic intellectual skills include the ability to think clearly and creatively, to communicate orally and in writing, and to find and use information. Students learn to accept challenges and learn from their mistakes, acquire the capacity to work hard, independently and in groups, and to contribute to their community. All curriculum and instruction at FRCS is designed to align to the state standards, including the Common Core State Standards, Next Generation Science Standards, and other California State Academic Content Standards.

Science and Technology

Students will demonstrate their ability to define problems, hypothesize, design and carry out investigations, observe, collect, display and analyze data, communicate findings, redefine problems, and revise experimental design using appropriate methods, materials and tools of technology. Students will be able to apply these skills to everyday engineering problems.

Communication

Students will exhibit effective communication through listening, speaking, reading and writing in a critical, reflective, responsible, and extemporaneous fashion using a variety of media, including the arts. Students will have an awareness and understanding of multiple perspectives and be able to provide evidence to support their perspective.

Social and Emotional Well-Being

Students will exhibit healthy self-esteem by demonstrating respect for others and making positive choices in interpersonal relationships.

Physical

Students will demonstrate physical skills that will enable them to participate in individual and team activities. They will recognize and pursue healthy habits of fitness, nutrition, sportsmanship, and safety.

Our Goal Is That All FRCS Graduates Will Be:

Educated individuals who

- attain a level of knowledge that meets or exceeds California grade level standards,
- attain subject area learning standards including, but not limited to, English/Language Arts, History/Social Science, Science, Math, Health, P.E., Environmental Studies, and Visual and Performing Arts, and
- access and analyze information from a variety of sources.

Contributing members of society who

- possess and apply the skills to be productive in the workforce, family and community,
- adjust to new situations and ideas,
- adapt to a changing world,
- work effectively in a team setting,
- analyze, interpret and communicate information effectively, and
- serve as positive role-models.

Critical, reflective thinkers and problem solvers who

- gather, analyze and process information from a variety of sources,
- organize relevant information, make connections, and draw conclusions, and
- work individually and cooperatively toward effective solutions.

Informed, responsible individuals who

- recognize and appreciate individual and cultural uniqueness,

- contribute to solutions of community and worldwide issues,
- take positive action on issues affecting our environment,
- demonstrate teamwork and/or leadership skills,
- exhibit mutual respect, and
- set, prioritize and revise personal goals.

Effective communicators who

- understand and convey written, oral and visual ideas and information, and
- listen and ask questions.

Effective users of technology who

- use technology to access, select and apply information appropriate to individual needs.

Confident individuals with positive self-esteem who

- have respect for themselves and others,
- have a clear, realistic and positive view of self,
- accept differing values and belief systems in their interactions with others, and
- are self-directed, lifelong learners.

Forest Ranch Charter School uses multiple measures of student performance, including computer adaptive testing, to accurately monitor student progress toward achieving grade level standards. Assessments are formative and used in progress monitoring, as well as summative to measure student attainment of benchmark and year end grade level standards. We participate fully in all mandatory statewide testing for the required grade levels annually.

FRCS Measurable Outcomes and Assessments that Align with the Eight State Priorities

FRCS OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing FRCS’s outcomes that align with the state priorities and FRCS’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by FRCS at the school site.</p>

STATE PRIORITY #1— BASIC SERVICES

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))

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English Learner Authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold a valid CA Teaching Credential with appropriate English Learner Authorization; Business Manager will annually review credential status
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English Learner Authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
BASELINE PERFORMANCE LEVEL	All teachers, with the exception of one, hold a valid CA Teaching Credential with appropriate English Learner Authorization as defined by the CA Commission on Teaching Credentialing, and are appropriately assigned. One teacher is in the process of completing her CLAD certification. She does not serve any EL students at this time and will be supervised by an appropriately credentialed teacher if an EL student should enroll.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	Increase student access to and use of technology to further differentiate student learning and provide access to new, innovative Common Core curriculum.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Work with providers and state agencies to increase bandwidth. 2. Hire IT Support Personnel 3. Provide more tech training and support to faculty and staff.

MEASURABLE OUTCOME	Increase internet speed to a minimum of 30Mbps.
BASELINE PERFORMANCE LEVEL	We are currently at 6Mbps internet speed.
METHODS OF MEASUREMENT	Current technology tools allow us to determine our available bandwidth
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility in partnership with CUSD who owns the facility.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Daily general cleaning by custodial staff will maintain campus cleanliness. Monthly spot checks for cleanliness will be recorded (site inspection). 2. Annual and monthly facility inspections will screen for safety hazards.
MEASURABLE OUTCOME	Annually, 90% of all items on monthly Site Inspection Checklists and 90% of Facility Inspection Checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Weekly cleanliness spot checks will also be performed.
BASELINE PERFORMANCE LEVEL	Since the 2014 facility inspection, all items noted for Required Correction have been corrected.
METHODS OF MEASUREMENT	Monthly Site Inspection documents prepared by Office Manager; Annual Facility Inspection Reports prepared by Facilities Manager
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	Increase faculty adherence to new Common Core standards.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Design and implement CCSS-aligned assessments, kid-friendly standards and curriculum. 2. Faculty receive training in implementation of Common Core State Standards and Next Generation Science Standards

	<p>annually.</p> <p>3. Teachers use Common Core State Standards based report cards.</p>
MEASURABLE OUTCOME	Annually, 100% of teachers will use kid-friendly standards, curriculum, and report cards; participate in at least five hours of Common Core Training in ELA, Math, or Next Generation Science Standards as indicated in their ITSP (Individualized Training and Support Plan).
BASELINE PERFORMANCE LEVEL	Currently 4 of our 8 teachers have kid-friendly standards. All teachers are using Common Core based curriculum and report cards. We are implementing approximately half of the Next Generation Science Standards as we transition students and materials. All of our teachers received training in Common Core implementation in the 2013/2014 school year.
METHODS OF MEASUREMENT	Faculty ITSP plans and Yearly Performance Evaluations; Faculty Training Log; Student Data System, Annual Review of Report Cards
<u>STATE PRIORITY #3 – PARENTAL INVOLVEMENT</u>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Charter School Governing Board
ACTIONS TO ACHIEVE GOAL	Each spring we seek nominations for Parent Members on the Governing Board. All parents of school children are given the opportunity to apply for a seat and vote for their representative.
MEASURABLE OUTCOME	Annually, the FRCS Governing Board will have four Parent Members.
BASELINE PERFORMANCE LEVEL	Over the past six years, we have always had four Parent Members on our Governing Board.
METHODS OF MEASUREMENT	Governing Board meeting agendas and minutes identify Parent Members
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	

GOAL TO ACHIEVE SUBPRIORITY	Maintain the Parent Teacher Participation Group and School Advisory Council
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. School Administration will work with PTP and Faculty to recruit parents via Newsletter, personal invitation, flyers, and e-mails. 2. Hold monthly PTP meetings 3. Hold School Advisory Council meetings at least once per trimester.
MEASURABLE OUTCOME	Annually, FRCS will have an active PTP that meets monthly; FRCS's School Advisory Council will be comprised of at least 50% parents.
BASELINE PERFORMANCE LEVEL	Currently we have an operating PTP that meets monthly and our School Advisory Council was made up of 50% parents in the 2013/2014 school year.
METHODS OF MEASUREMENT	PTP bylaws and agendas identify groups existence and allow for tracking of regular meetings; School Advisory Council minutes will identify parents who are Council members.
SUBPRIORITY C	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys.
ACTIONS TO ACHIEVE GOAL	Annually, FRCS administration and faculty will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation.
MEASURABLE OUTCOME	Campus family surveys will generate a consistent rate of return of at least 40% of community members.
BASELINE PERFORMANCE LEVEL	In the 2013/2014 year we had a 57% response rate. This is the highest rate we have ever achieved.
METHODS OF MEASUREMENT	Results and reports of family satisfaction surveys will be shared with parents, Governing Board members, and staff upon completion of its results and analysis.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<i>A. California Assessment of Student Performance and Progress (CAASPP) statewide</i>	

<i>assessment</i> B. <i>The Academic Performance Index (API)</i> C. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> D. <i>Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i> E. <i>EL reclassification rate</i> F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> G. <i>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</i>	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Establish baseline and make adequate progress, in all applicable student subgroups, in relation to other similar area schools in meeting adequate yearly growth on CAASPP assessments.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1 Utilize appropriate CCSS aligned instructional materials and classroom instruction conducive to learning. 2. Develop effective Response-to Intervention program that includes range of research validated interventions. 3. Provide afterschool Homework Club (as funding permits). 4. Use appropriate technology and classroom aides to further support differentiation of learning in classroom.
MEASURABLE OUTCOME	Annual results from CAASPP statewide assessments
BASELINE PERFORMANCE LEVEL	Will be established in the 2014/2015 school year
METHODS OF MEASUREMENT	Academic Performance Reports from the California Department of Education (CDE)
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	100 % of students, including all statistically significant student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA Board of Education

ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CAASPP
MEASURABLE OUTCOME	100 % of students, including all statistically significant student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA Board of Education
BASELINE PERFORMANCE LEVEL	The school has performed at above the statewide target base of 800 all operational years. No other baseline set.
METHODS OF MEASUREMENT	CAASP Score Reports; CA Dataquest summary and API Reports or equivalent as determined by the CA Department of Education
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> 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 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a 95.2% ADA rate
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Increase parent education surrounding personal, academic, and school consequences of poor attendance. 2. Increase student education surrounding attendance and incentives for high attendance rates.
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 95.2%
BASELINE PERFORMANCE LEVEL	Over the past few years , keeping our families informed about the consequences of poor attendance and adding incentives has steadily improved attendance (2010/2011, 93.75%; 2011/2012, 94.46; 2012/2013, 94.94; 2013/2014, 94.97).
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual ADA reports; periodic attendance updates to families reminding them of the importance of in-school attendance.

SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students who have attended FRCS for a year or more during 7 th or 8 th grade will graduate from 8 th grade.
ACTIONS TO ACHIEVE GOAL	FRCS will offer an academically engaging learning environment for all its students, including members of all subgroups.
MEASURABLE OUTCOME	98% of students who attended FRCS during 7 th or 8 th grade will graduate from 8 th grade.
BASELINE PERFORMANCE LEVEL	This is our first year with Middle School students.
METHODS OF MEASUREMENT	Student re-enrollment documentation as verified by Schoolwise and CALPADS.
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<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 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	FRCS will maintain an annual suspension rate of less than 1%
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Increase educational opportunities for parents regarding PBS. 2. Provide annual training in PBS procedures and referral system. 3. Implement computerized tracking system
MEASURABLE OUTCOME	Annually, 3% or fewer of all enrolled students will be suspended.
BASELINE PERFORMANCE LEVEL	In reviewing historical SARC data, FRCS has maintained an average suspension rate of less than 3%
METHODS OF MEASUREMENT	Annual School Accountability Report Card and CALPADS Reporting (Discipline Incidents) will be used as evidence
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	FRCS will maintain an annual expulsion rate of less than 1%

ACTIONS TO ACHIEVE GOAL	1. Increase educational opportunities for parents on use of PBS. 2. Provide annual training in PBS procedures and referral system. 3. Implement computerized tracking system
MEASURABLE OUTCOME	Annually, 1% or fewer of all enrolled students will be expelled.
BASELINE PERFORMANCE LEVEL	In reviewing prior SARC data, FRCS has had no prior expulsions.
METHODS OF MEASUREMENT	Annual School Accountability Report Card and CALPADS Reporting (Discipline Incidents) will be used as evidence
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	FRCS students and staff will adhere to the School Safe Plan
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1 Increase educational opportunities for parents regarding use of PBIS system. 2 Provide annual training in Positive Behavior Support Procedures and referral system. 3 Implement computerized tracking system. 4 Develop rewards/recognition system based on LifeSkills program. 5 Continue student LifeSkill education and Leadership programs.
MEASURABLE OUTCOME	100% of staff will participate in at least four hours of Safe School training; Students will participate in at least eight fire, earthquake or Code Red drills annually.
BASELINE PERFORMANCE LEVEL	In the 2013/2014 school year all staff participated in some safety training. Not all staff completed four hours of training. In the 2013/2014 school year 12 fire, earthquake or Code Red drills were conducted.
METHODS OF MEASUREMENT	Professional Development Training logs and Safety Checklist/Drill Calendar
STATE PRIORITY #7 – COURSE ACCESS	
<i>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-</i>	

<p><i>eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>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)</i></p> <p><i>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))</i></p>	
GOAL TO ACHIEVE SUBPRIORITY	FRCS students, including all statistically significant student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including all statistically significant student subgroups, at all grade levels.
MEASURABLE OUTCOME	Annually, 100% of students , including all statistically significant student subgroups, will have access to and enroll in all core and non-core subject content areas available
BASELINE PERFORMANCE LEVEL	In the 2013/2014 school year, 100% of students, including all statistically significant student subgroups, enrolled in the academic program as outlined in the school’s charter.
METHODS OF MEASUREMENT	Student, teacher, course, and grade level schedules
<p><u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u></p> <p><i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>	
<p>SUBPRIORITY A – ENGLISH</p>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all statistically significant student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. All students participate in daily reading, writing/grammar and word work instruction designed to increase mastery of Common Core State Standards in English Language Arts. 2. Increase student time spent in response to literature activities particularly with non-fiction text. 3. All students performing below grade level on more than one measure will receive increasing levels of support in English Language Arts until resource/intervention goals are achieved.

<p>MEASURABLE OUTCOME</p>	<p>Annually, 85% of Kindergarten through 8th grade students will progress one grade/skill level or meet written Resource/Intervention goals each academic year, as evidenced by performance on K-2 benchmark assessments, 3-8 computer adaptive testing (Scantron Ed Performance series, i-Ready, or other computer adaptive diagnostic program) ELA scores or specific intervention measures (DIBELS, BPST scores, Wilson assessment, Dolche Inventory etc.).</p> <p>Annually, 75% of FRCS students in 3rd – 8th grade who score below Proficient/Advanced, including all statistically significant student subgroups and students with exceptional needs, will improve their scores on the CAASPP statewide test in the area of ELA.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Charter School use multi measures to monitor and track student progress throughout the year. These include but are not limited to: K-2 benchmarks in ELA, computer adaptive testing for students in 3-8, intervention measures (DIBELS, BPST, Wilson, Read Naturally), spelling inventories in 3-8, pre and post unit testing, student writing journals, response to literature quick writes, text based exams, teacher designed performance assessments, published writing and oral presentations.</p>
<p>SUBPRIORITY B – MATHEMATICS</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>All students, including all statistically significant student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<ol style="list-style-type: none"> 1. All students participate in daily math instruction. Weekly students will engage in main lesson, review, critical thinking, hands-on and real world math, examining errors, and collaborative learning activities to meet Common Core State Standards. 2. Continue campus-wide Math Fact and Mentor Math programs. 3. All students performing below grade level on more than one measure will receive increasing levels of support/intervention in Mathematics until resource/intervention goals are met.
<p>MEASURABLE OUTCOME</p>	<p>Annually, 85% of Kindergarten through 8th grade students will progress one grade/skill level or meet written Resource/Intervention goals each academic year, as evidenced by performance on K-2 benchmark assessments, 3-8 computer adaptive testing (Scantron Ed Performance series, i-Ready, or other computer adaptive diagnostic</p>

	<p>program) Math scores or specific intervention measures (BMST, skill based math measures, etc.).</p> <p>Annually, 75% of FRCS students in 3rd – 8th grade who score below Proficient/Advanced, including student subgroups and students with exceptional needs, will improve their scores on the CAASPP statewide test in the area of Mathematics.</p>
METHODS OF MEASUREMENT	<p>FRCS uses multiple measures to monitor and track student progress throughout the year. These include but are not limited to: K-2 benchmarks in Math, computer adaptive testing for students in 2-8, intervention measures (BMST, skill based math measures, etc.), pre and post tests, text based quizzes and exams, teacher designed performance assessments, timed math fact quizzes, math journals demonstrated mathematical thinking, in class student presentations showcasing mathematical reasoning and critical thinking skills.</p>
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	<p>All students, including all student statistically significant subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, geography, and social science.</p>
ACTIONS TO ACHIEVE GOAL	<p>Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography, and economics using the CA History-Social Science Content Standards or current required CA State Standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; reenactment activities/plays, computer based information (articles, videos, interactive activities), Interact program, mini research projects and presentation, field trip experiences, debates, and hands-on projects.</p>
MEASURABLE OUTCOME	<p>Annually, 60% of students will demonstrate proficiency through formal assessments.</p>
METHODS OF MEASUREMENT	<p>Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, and rubrics.</p>
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	<p>All students, including all statistically significant subgroups and those with exceptional needs, will demonstrate grade level skills and knowledge in engineering, and life, earth, and physical sciences.</p>

<p style="text-align: center;">ACTIONS TO ACHIEVE GOAL</p>	<ol style="list-style-type: none"> 1. Through use of an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and unifying principles. 2. Instructional strategies will include but are not limited to weekly computer based activities (videos, text, virtual labs, and activities); Outdoor Education and/or Science laboratory activities, in-class demonstrations; hands-on activities including model development and engineering applications; gathering and analyzing data; research projects; non-fiction reading groups; and field trips.
<p style="text-align: center;">MEASURABLE OUTCOME</p>	<p>Annually, 60% of all students will demonstrate proficiency through formal assessments.</p>
<p style="text-align: center;">METHODS OF MEASUREMENT</p>	<p>Formal assessments include: pre and post testing, end of unit quizzes, exams, and write-ups, research reports. Authentic assessments include but are not limited to: experimentations, presentations, projects, and rubrics.</p>

Element 3: Assessment of Measurable Pupil Outcomes and Other Uses of Data

Governing Law: CA Education Code 47605(b)(5)(C)

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

Assessment data, including mandatory state assessments, standards-based report cards, interim benchmark assessments, teacher observations, kid-friendly, Common Core State Standards checklists, portfolios, and all other assessment tools as appropriate, that will combine to form a battery of multiple measures, are disaggregated annually school wide and by gender, ethnicity, language, and/or all by all numerically significant student subgroups. FRCS will implement an online data management system to provide teachers with instant access to data, literacy assessments, and multiple measures for every student. Teachers will be able to review and reconfigure data so that they can have a detailed analysis of current students and new incoming student groups each year. This system will be used in conjunction with progress monitoring interim assessments to monitor all students’ progress annually, and to monitor students needing additional support tri-annually.

The FRCS faculty determines annual goals regarding the achievement of grade level standards across grade levels. An annual assessment evening is held each year to explain the purpose of testing, the different assessments (multiple measures) which are given each year, and factors that influence testing results. These goals are distributed to all stakeholders (students, parents, teachers, administrators, Board of Directors, and community members) in meetings, by mail, in newsletters, and on the FRCS website.

Student performance will be measured using the following methods:

1. **Individual Student Tracking:** Each student's degree of proficiency and mastery in each subject area will be tracked using a school wide data base, and will be regularly reviewed to evaluate progress. This information will be reported to parents through conferences.
2. **Traditional Testing:** Traditional assessment tools for measuring student knowledge and skills including written evaluation by teacher or outside expert, in-class quizzes, in-class writing, portfolios, projects, performance assessments, and textbook generated exams.
3. **State Standardized Testing:** FRCS will participate in all of the state's required standardized tests (California Assessment of Student Performance and Progress (CAASPP) assessment system, including but not limited to the SBAC, CSTs, CELDT, and PFT).

FRCS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statutes, or student assessments applicable to students in non-charter public schools, as required by Education Code Section 47605(c)(1).

FRCS affirms that its methods for measuring pupil outcomes for the state priorities, as described in Element 2 of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Use and Reporting of Data

FRCS ensures that the FRCS parent community and students understand the FRCS standards and performance expectations. Beginning in September, parents are expected to attend "Back to School Night" where they learn about the grade-level standards and our curriculum. Ongoing formative assessments are used by teachers to evaluate student progress in the instructional process. Kid-friendly Common Core State Standard checklists are used to relay learning targets to students and as a frequent self-evaluation measure for students throughout the year. First trimester progress is reported to students and parents

through individual conferences with teachers. When appropriate the student is involved in the conference. At second trimester, student progress is reported on the FRCS standards-based report card. Essential standards are highlighted, and relative progress on all standards addressed is marked. At the end of the third trimester, or year's end, achievement levels for each grade level standard are indicated on the standards-based report card, along with a year-end portfolio presentation design to illustrate the student's growth through the year. Individual student conferences are held at any time based on teacher or parent request.

FRCS informs the community about student achievement through an ongoing process. Teachers meet formally with every parent annually in parent/teacher conferences. The developmental and standards-based report card reflects student progress toward meeting grade level standards, in social and study skills, behavior, and physical skill development. Due to parents' weekly classroom participation, parents have current knowledge of grade level expectations. Program information in addition to assessment information is shared with the community through school and classroom bulletin boards, weekly classroom and school newsletters, the School Accountability Report Card (SARC), FRCS' annual LCAP, school website, all parent education evenings and community meetings.

Continuous School Improvement

The Local Control and Accountability Plan (LCAP) will be reviewed and modified each year in compliance with applicable state law. The LCAP is a tool FRCS uses to help monitor progress towards required objectives. The processes used for development, review, and submittal of the charter's LCAP include the relevant deadlines, state priorities, stakeholder input and formatting required as part of the reporting process. FRCS will comply with the applicable law and compliance requirements. The LCAP includes outcome objectives with accompanying action items, aligned to state priority areas. It also includes pupil subgroup level improvements, as well as an attendance expectation of 95.20%. Surveys and public meetings with stakeholders will be used to review, evaluate and revise the LCAP annually and to determine satisfaction with the school's educational program. The purpose of the FRCS assessment program will be to revise instruction so that students are successful. At the beginning of each school year an analysis of state assessment data and prior year student assessment data will be conducted by the entire faculty. Areas of relative weakness will be identified and improvement goals will be written to address those areas. The goals will be standards based, designed to measure student progress toward proficiency and will align with state priority areas. Teachers will develop tri-annual interim assessments to measure student progress. Data from each of these assessment periods will be used to modify instruction, implement classroom interventions, or refer students for more intensive interventions. FRCS expects to meet the outcomes above by employing all of the above methodology and to continue annual growth based on a school-wide emphasis on data analysis.

Element 4: Governance Structure and Parental Involvement

Governing Law: CA Education Code Section 47605(b)(5)(D)

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

Non-Profit Public Benefit Corporation

FRCS is a directly funded independent charter school and is operated as a California non-profit public benefit corporation, pursuant to California law.

FRCS operates 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 FRCS. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of FRCS, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by FRCS as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix 6, please find the FRCS Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors

FRCS is governed by the FRCS Board of Directors (Board) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have no less than seven (7) and no more than eleven (11) directors. All directors shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(b). If the District appoints a representative to serve on the FRCS Board of Directors, the Board may appoint an additional director to ensure an odd number of directors. The FRCS Board of Directors consists of:

- Four (4) parents/guardians of currently enrolled FRCS students, nominated by the parents/guardians of FRCS students and appointed by the Board. One parent representative will act as the Parent-Teacher Partnership Liaison;
- Three (3) community members, nominated by the members of the Forest Ranch Community Association and appointed by the Board;
- One (1) classroom teacher elected by FRCS faculty; and
- One (1) educational professional appointed by the Board.

The Board is responsible for making decisions about FRCS's governance through the

establishment of operating policies and procedures. Major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, selecting and evaluating the top administrative staff, and overseeing fundraising activities.

The Board has the responsibility to solicit input from, and opinions of, the parents of FRCS students regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibilities is the adoption of policies that offers guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of the policies.

The Board meets regularly and in accordance with the Brown Act. The Board is responsible for the operation and fiscal affairs of FRCS including, but not limited to, the following:

- Hiring and evaluating the Executive Director and Chief Business Officer of the School.
- Approving and monitoring the implementation of general policies of FRCS, including personnel policies for career growth and compensation of staff.
- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the FRCS annual budget.
- Acting as fiscal agent.
- Contracting an external auditor for an annual financial audit according to generally accepted accounting practices.
- The establishment of an operational steering committee of parents, educators, and community business leaders.
- Monitoring of student achievement.
- Development of Board policy and procedures.
- Review of requests for out of state or overnight field trips.
- Participation in the dispute resolution procedure and complaint procedures when necessary.
- Approval of charter amendments.
- Approval of annual audits.
- Approval of personnel discipline
- Creation of committees as needed, including a personnel committee and an audit committee.

The Board may initiate and execute any program or activity or may otherwise act in any manner which is not in conflict with or inconsistent with or preempted by any law and

which is not in conflict with the purpose for which FRCS is established.

The Board has adopted a Conflict of Interest Code that complies with the Corporations Code conflict of interest rules and which shall be updated with any charter school-specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix 6.

Modifications to current or existing FRCS policies will be presented to the Board for approval. Specific procedures for considering amendments to existing policies are addressed in the operating policies and procedures and the bylaws. The Board must approve all material revisions to the FRCS Charter.

The Board addresses personnel issues relating to the Executive Director and Chief Business Officer. Personnel issues pertaining to other employees of FRCS are addressed by the Executive Director. The Executive Director and the Chief Business Officer are accountable to the FRCS Board.

The Executive Director and Chief Business Officer

The Executive Director is the leader of FRCS. The Executive Director ensures that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director and the Chief Business Officer report directly to the Board. The Executive Director is responsible for the orderly operation of FRCS and the supervision of all other employees at FRCS.

The Executive Director and/or Chief Business Officer shall perform assigned tasks as directed by the FRCS Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure FRCS enacts its mission,
- Supervise and evaluate teachers and staff,
- Communicate and report to the FRCS Board of Directors,
- Oversee school finances to ensure financial stability,
- Participate in and develop professional development workshops as needed,
- Serve or appoint a designee to serve on any committees of FRCS,
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal,
- Ensure compliance with all applicable state and federal laws and help secure local grants,
- Communicate with parents, recruit new families and students, and assure families of academic growth,
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors,

- Complete and submit required documents as requested or required by the charter and/or FRCS Board of Directors and/or the District,
- Identify the staffing needs of FRCS and offer staff development as needed,
- Maintain up-to-date financial records,
- Ensure that appropriate evaluation techniques are used for both students and staff,
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables,
- Hire qualified substitute teachers as needed,
- Ensure the security of the school building,
- Promote FRCS in the community and promote positive public relations and interact effectively with media,
- Encourage and support teacher professional development,
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes,
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District,
- Provide all necessary financial reports as required for proper attendance reporting,
- Develop the school annual performance report, the SARC, and the LCAP,
- Present independent fiscal audit to the FRCS Board of Directors and, after review by the Board of Directors, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education,
- Manage student discipline, and as necessary participate in the suspension and expulsion process, and
- Participate in IEP meetings as necessary

Parent Involvement

Parents are a vital and important resource to the school. Their participation as instructional partners in the program and their support of the program's philosophy are critical. A separate parent organization, the Parent-Teacher Partnership (PTP), provides support for academic programs by organizing volunteer and service activities. The PTP's activities focus on fostering community spirit, facilitating the transition of new families into the school, promoting the school in the larger community, and fundraising. PTP membership includes all interested parents and teachers.

Parents are given a Parent & Student Handbook every year, which outlines the role FRCS encourages our families to take in the educational process as it relates to assisting the school, helping their student(s) with homework, attending parent meetings, and assisting in the fundraising activities of the school.

The school promotes a parent participation and volunteer program. Parents are strongly encouraged to dedicate at least 50 hours per year per family of participation to benefit FRCS. We maintain an on-going list of extensive participation opportunities for parents, conduct twice-yearly parent orientation meetings, and offer extra-curricular activities for both student and parent/family participation. We are sensitive to the busy schedules of parents. Our staff and the PTP continue to explore different ways to enable all parents to participate in the FRCS program. No child will be excluded from FRCS or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 50 hours of participation.

School Advisory Council

FRCS encourages staff members, along with parents and community members, to serve on a School Advisory Council. This Council acts as the LCAP Stakeholder group and discusses goals and matters important to FRCS, acting in an advisory capacity to the Executive Director and the FRCS Board of Directors.

Element 5: Employee Qualifications

Governing Law: CA Education Code Section 47605(b)(5)(E)

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

Executive Director Qualifications

The Executive Director of FRCS should possess strong leadership and organizational abilities, a comprehensive educational vision that is consistent with FRCS's mission and educational program, skill in hiring and supervising excellent teachers, technology and data-analysis experience, and, if possible, business and legal experience.

The minimum criteria for the Executive Director candidates include: a B.A. degree or its equivalent, with a Masters and Administrative Credential preferred; relevant educational experience after college, if applicable (i.e. fellowships, graduate work, etc.); and positive references from the most recent places of employment, college or graduate school. The Executive Director should have experience working in a non-profit organization and must possess the ability to relate to parents, constituents, and staff in a positive, professional manner both verbally and in writing. The Executive Director is responsible for all duties listed in Element 4 and other duties as directed by the FRCS Board of Directors.

Chief Business Officer Qualifications

A Bachelors of Science Degree in a Business Administration field and related business experience is preferred for a Chief Business Officer. The Chief Business Officer will possess the ability to compile and present complicated financial and attendance reporting to parents, constituents, staff and board members in a positive, professional manner both verbally and in

writing. The Chief Business Officer will be responsible for all business reports as listed in Element 9 under Financial Reporting.

Office Manager Qualifications

The Office Manager should possess past history with administrative functions and extensive clerical work, data entry, with strong people skills, positive conflict resolutions, and type 40-50 words a minute and have proficient computer skills in MS Office programs.

Teacher Qualifications

FRCS adheres to CA Education Code Section 47605(l), all applicable California Commission on Teacher Credentialing requirements, and applicable provisions of the Elementary and Secondary Education Act (ESEA) regarding the hiring of “highly qualified” teachers.

Teachers for core classes must meet applicable “highly qualified” requirements under the ESEA and hold appropriate California teaching certificates, permits, or other documents equivalent to that which a teacher in other schools would be required to hold pursuant to Education Code Section 47605(l). FRCS reserves the right to hire any teacher with a credential, certificate or permit that a teacher in a traditional public school would be required to hold in order to teach the grade level and subject involved. Core courses shall be defined as English, Mathematics, Social Science and Science. All other courses shall be defined as non-core.

The school has a hiring process that ensures all teachers are properly credentialed with emphasis placed on teachers being ESEA “highly qualified” and CLAD certified, as applicable to the position. FRCS focuses on competency within the standards for the teaching profession.

We 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 non-core, non-college preparatory courses and activities.

The school seeks to hire teachers with better-than-average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

Aide Qualifications

Aides shall meet all applicable requirements of the ESEA. Aides shall possess experience working with students, preferably in a group setting. They shall relate to students, parents, and staff in a positive and professional manner and communicate effectively, both verbally

and in writing. They will assist in planning and implementing learning experiences for students. In addition, aides will assist students in academic subjects, work effectively with students in classrooms and assist them in vocational and living skills. Under the direction of a teacher, aides will train and assist students in behavior management; provide education regarding appropriate interpersonal actions; act as role model; assist in maintaining records and charts on individual students, attendance records, test scores and progress of student learning. All aides will be under the supervision of credentialed teachers.

Custodian Qualifications

Custodial staff shall be experience with and fully trained in the safe use and handling of the approved cleaning and landscaping products used on the school site, as well as any tools, machines, and equipment used on the site. As with all staff members, they shall relate to students, parents, and staff in a positive and professional manner.

Other Positions

In the event that the FRCS's enrollment expands beyond what is currently anticipated in this charter and budget, FRCS reserves the right to hire other positions as necessary. Although at this time the FRCS's budget does not permit hiring for other job classifications, the school agrees to submit information pertaining to employee qualifications for new job classifications to the CUSD. In the meantime, the existing employees will be expected to perform job functions that are in alignment with a small school environment.

Element 6: Health and Safety Procedures

Governing Law: California Education Code Section 47605(b)(5)(F)

The procedures that the school will follow to ensure the health and safety of pupils and staff shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.

In order to provide safety for all students and staff, FRCS implements full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. A complete copy of FRCS's health and safety policies are available to the District upon request. Forest Ranch Charter School conducts an annual review of its School Safety Plan and if changes are made, they will be promptly provided to the District.

The following is a summary of the health and safety policies of FRCS:

Procedures for Background Checks

Employees and contractors of FRCS will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The FRCS Executive Director shall monitor compliance with this policy. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

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

Tuberculosis Testing

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

Immunizations

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

Medication in School

FRCS adheres to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing and scoliosis. FRCS adheres to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by FRCS.

Diabetes

FRCS provides 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 includes, but is not limited to, all of the following:

1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. 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.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

FRCS adheres to Emergency Preparedness procedures drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. These procedures include, but are not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood borne Pathogens

FRCS meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board has established 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.

Drug Free/Alcohol Free/Smoke Free Environment

FRCS functions as a drug-, alcohol-, and tobacco-free environment.

Facility Safety

FRCS complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. FRCS tests fire extinguishers, smoke detectors, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. FRCS conducts fire drills as required under Education Code Section 32001.

Comprehensive Discrimination and Harassment Policies and Procedures

FRCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender expression, gender identity, national origin, ancestry, age,

medical condition, marital status, sexual orientation, or disability. FRCS has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at FRCS (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 FRCS's discrimination and harassment policies.

Element 7: Means to Achieve Racial and Ethnic Balance of the District

Governing Law: CA Education Code 47605(b)(5)(G)

The means by which the school will achieve a cultural and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

FRCS implements a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and information material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various cultural, ethnic, and interest groups represented in the District.
- FRCS will have yearly events to target different populations with interpreters if needed.

FRCS's open enrollment policy seeks to maintain a diverse balance among students of the school. Any child, regardless of ethnicity, national origin, religion, gender, gender expression, gender identity, disability, perceived sexual orientation, home language, or socioeconomic profile, or any other characteristic described in Education Code Section 220, is equally welcome and eligible to apply for enrollment at FRCS.

Element 8: Admission Requirements

Governing Law: CA Education Code 47605(b)(5)(H)

Admission requirements, if applicable.

FRCS will actively recruit a diverse student population who understand and value the school's mission and are committed to the school's instructional and operational philosophy, as stated in Element 7 above. FRCS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. FRCS will not charge tuition, and FRCS will not discriminate on the basis of any characteristic described in Education Code Section 220.

FRCS shall admit all pupils who wish to attend FRCS. No test or assessment shall be administered to students prior to acceptance and enrollment into FRCS. FRCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

FRCS shall require students who wish to attend FRCS to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, FRCS will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preference in ranked order in the case of a public random lottery shall be as follows:

1. Currently enrolled students with an Intent-to-Enroll form on file
2. Siblings of currently enrolled students with an Intent-to-Enroll form on file

3. Children of current faculty/staff
4. Children of founders
5. Students from the Forest Ranch Community
6. Students from the Chico Unified School District
7. Students whose needs call for a small school environment rich in literacy, environmental studies, science, social studies, technology, mathematics, and who will thrive with individualized attention.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

FRCS is authorized by this Charter to serve grades K-8. Grade configuration is determined by available facilities and enrollment demand. Parents who intend to re-enroll their children must notify the FRCS office no later than March of the current school year.

Parents and students will be given handbooks at the beginning of the academic year describing the educational philosophy of FRCS. Parents will be encouraged by FRCS to support the school in a variety of ways, including volunteering in the classroom, driving on field trips, or assisting in fundraising efforts.

Element 9: Annual Audit and Fiscal Issues

Governing Law: CA Education Code 47605(b)(5)(I)

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.

FRCS will facilitate an annual independent audit of the school's financial affairs as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The FRCS Board will select and oversee an auditor with education audit experience and will be approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of FRCS's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit is conducted in accordance with generally accepted accounting principles applicable to the school, and 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.

It is anticipated that the annual audit will be completed five months after the close of the fiscal year. A copy of the audit will be forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year.

The FRCS Executive Director, Chief Business Officer and/or audit committee will review any audit exceptions or deficiencies and report to the FRCS Board with recommendations on how to resolve them. The FRCS 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 referred to the dispute resolution process contained in this Charter.

The independent financial audit of FRCS is a public record to be provided to the public upon request.

Element 10: Pupil Suspension and Expulsion Procedures

Governing Law: CA Education Code 47605(b)(5)(J)

The procedures by which pupils can be suspended or expelled.

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, FRCS 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.* FRCS 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 FRCS'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. FRCS 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.

FRCS 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 FRCS 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. FRCS 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 FRCS 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 any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the 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 creation and transmission originated on or off the schoolsite, 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 creation and transmission originated on or off the schoolsite, 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 FRCS 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 FRCS 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 FRCS 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 FRCS 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 FRCS Board following a hearing before it or by the FRCS 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 FRCS'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 FRCS'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 FRCS 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

FRCS 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 FRCS 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. FRCS 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, FRCS must present evidence that the witness' presence is both desired by the witness and will be helpful to FRCS.

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 FRCS 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 FRCS.

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

FRCS shall maintain records of all student suspensions and expulsions at FRCS. 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 FRCS as the FRCS 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. FRCS 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 FRCS 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 FRCS 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 FRCS 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 FRCS'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 District

FRCS shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who FRCS or the District 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, FRCS, 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 FRCS, 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 FRCS, 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 FRCS 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 FRCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If FRCS, 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 FRCS 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 FRCS 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 FRCS, 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 FRCS agree otherwise.

5. Special Circumstances

FRCS 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 FRCS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if FRCS had knowledge that the student was disabled before the behavior occurred.

FRCS 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 FRCS 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 FRCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other FRCS supervisory personnel.

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

FRCS 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.

Element 11: Employee Retirement Systems

Governing Law: CA Education Code 47605(b)(5)(K)

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.

All full-time, certificated employees at FRCS will continue to be covered by STRS, and all classified employees will continue to be covered by PERS, as applicable to the position. All other employees not eligible for STRS or PERS will be covered by the federal social security program. Employees will contribute the required percentage and FRCS will contribute the employer's portion to STRS and PERS. All withholdings from employees and from FRCS are forwarded to the appropriate STRS and PERS funds as required. The Chief Business Officer is responsible for ensuring that arrangements for retirement coverage are made for all FRCS employees.

Element 12: Public School Attendance Alternatives

Governing Law: CA Education Code 47605(b)(5)(L)

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

No student may be required to attend FRCS. Students who reside within the District who choose not to attend FRCS 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 transfer policies. Parents and guardians of each student enrolled in FRCS will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in FRCS, except to the extent that such a right is extended by the local education agency.

Element 13: Employee Return Rights

Governing Law: CA Education Code 47605(b)(5)(M)

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.

No public school district employee shall be required to work at FRCS. Employees of the District who choose to leave the employment of the District to work at FRCS will have no automatic rights of return to the District after employment by FRCS unless specifically granted by the District through a leave of absence or other agreement. FRCS employees shall have any right upon leaving the District to work in FRCS that the District may specify, any rights of return to employment in a school district after employment in FRCS that the District may specify, and any other rights upon leaving employment to work in FRCS that the District determines to be reasonable and not in conflict with any law.

All employees of FRCS will be considered the exclusive employees of FRCS and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to FRCS, except as may be outlined in FRCS policy. Employment by FRCS provides no rights of employment at any other entity, including any rights in the case of closure of FRCS.

Element 14: Dispute Resolution Procedures

Governing Law: CA Education Code 47605(b)(5)(N)

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

FRCS recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. FRCS is willing to consider changes to the process outlined below as suggested by the District.

FRCS and the District are encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between FRCS and the District, FRCS staff, employees and Board members and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Executive Director of FRCS. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, FRCS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

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

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

Element 15: Exclusive Public School Employer

Governing Law: CA Education Code 47605(b)(5)(O)

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

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

Element 16: Closure Procedures

Governing Law: CA Education Code 47605(b)(5)(P)

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

Closure of FRCS will be documented by official action of the FRCS 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.

FRCS will promptly notify parents and students of FRCS, the District, the County Office of Education, FRCS’s SELPA, the retirement systems in which FRCS’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 FRCS Board will ensure that the notification to the parents and students of FRCS 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 FRCS.

FRCS 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, FRCS 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. FRCS will ask the District to store original records of FRCS students. All student records of FRCS shall be transferred to the District upon closure. If the District will not or cannot store the records, FRCS 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, FRCS will prepare final financial records. FRCS will also have an independent audit completed within six months after closure. FRCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by FRCS 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 FRCS.

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

On closure of FRCS, all assets of FRCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending FRCS, remain the sole property of FRCS and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon FRCS 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, FRCS shall remain solely responsible for all liabilities arising from the operation of FRCS. As FRCS is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of FRCS, the FRCS 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 7, FRCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

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 7, please find the FRCS budget, including cash flow and financial projections for the next three years of operation. These documents are based upon the best data available to FRCS at this time, including the most recent Local Control Funding Formula projections.

FRCS shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
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 FRCS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California 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 receipts and expenditures for the preceding fiscal year.

B. Insurance

FRCS finances and maintains 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 are based on recommendations provided by the District and FRCS's insurer. The District Board of Education is named as an additional insured on all policies of FRCS. Copies of FRCS's certificate(s) of insurance are available to the District upon request.

C. Administrative Services

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

FRCS provides or procures its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development through its own staff. Administrative services are overseen by the FRCS Executive Director and the Chief Business Officer.

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).

FRCS occupies the previous Forest Ranch Elementary School site located at 15815 Cedar Creek Road, Forest Ranch, CA 95942. As this site is the only school site located in Forest Ranch and the purpose of FRCS is to maintain an educational option in the Forest Ranch community, while at the same time providing a valuable educational alternative for the Chico community and beyond, these facilities are an integral part of our charter.

Facilities currently include six (6) district-owned classrooms, two (2) charter-owned classrooms, one multipurpose room, one kitchen, one library, one administration area, one health station, three staff bathrooms, one unisex health bathroom, and four student bathrooms. The Charter School intends to further expand the site by adding two (2) more classrooms to house the complete K-8 program. The site also includes a blacktop play area with basketball courts, a playground area with climbing structures and slides, a playfield with underground irrigation, and a large school garden.

Facilities are currently acquired from the District through an annual Proposition 39 request process. District and Charter School are negotiating terms of a five-year extended facilities use agreement in lieu of Proposition 39 which will be coterminous with our five-year charter term.

E. Oversight and Reporting

Pursuant to California law, the District is 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 accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of FRCS not to exceed one (1) percent of the revenue of FRCS. The District may charge up to three (3) percent of the revenue of FRCS if FRCS is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

FRCS provides 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), the School Accountability Report Card (SARC), and the LCAP.

FRCS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

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

F. Potential Civil Liability Effects

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

FRCS is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. FRCS 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 FRCS. Further, FRCS and the District shall enter into a memorandum of understanding, wherein FRCS shall indemnify the District for the actions of FRCS under this charter.

The corporate bylaws of FRCS provide for indemnification of the FRCS Board, officers, agents, and employees. FRCS purchases and maintains general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks. As stated above, insurance amounts are determined by recommendation of the District and FRCS's insurance company for schools of similar size, location, and student population. The District is named an additional insured on the general liability insurance of FRCS. The FRCS Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.