

**FOREST RANCH CHARTER**  
A California Public Charter School



**TO SERVE STUDENTS IN KINDERGARTEN THROUGH 8<sup>th</sup> GRADE**

**Petition for Charter Renewal**  
**Respectfully Submitted to Chico Unified School District**  
**For a Five-Year term: July 1, 2020 – June 30, 2025**

November 20, 2019

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## **AFFIRMATIONS AND DECLARATION**

As the authorized lead petitioner, I, Jody Cornilsen, hereby certify that the information submitted in this petition for the renewal of a California public charter school named Forest Ranch Charter, locally known as Forest Ranch Charter School, ("FRCS" or the "Charter School"), operated by Forest Ranch 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, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Forest Ranch Charter School declares that it 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(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or the student's parents or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.[Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the Superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the

school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with the Political Reform Act of 1974.
- The Charter School shall comply with the California Public Records Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

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Signature

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Date

## INTRODUCTION

Forest Ranch Charter School is pleased to present the Charter Petition Renewal to the Chico Unified School District. Forest Ranch Charter School is committed to providing an “Elevated Education, A Community Commitment” by providing students and families a family-centered, rigorous, academic charter school for students in grades TK-8 in Butte County.

Forest Ranch Charter, located in the mountain community that shares its name, is about 13 miles northeast of Chico in the boundaries of Chico Unified School District. The Charter School currently serves students from Forest Ranch, Chico and other surrounding communities (Paradise, Magalia, Butte Meadows, Oroville). At this time there are 127 students attending the Charter School TK through Grade 8.

From the beginning, Forest Ranch Charter has had very active parent and community involvement. The threat of school closure encouraged a dedicated group of community members and parents to propose the opening of a Charter School. The founders were committed to educating children based on research driven “best practices” and an emphasis on the development of the whole child. The current Forest Ranch Charter School Board of Directors (“Board” or “Board of Directors”) carries on this commitment. This Charter Petition is the work of hard working, team players who serve the school community as the Board of Directors of the Forest Ranch Charter School.

### Achievements 2015-2019

#### Strong Academic Performance

- 23% increase in ELA SBAC scores from 2015 – 2019
- 15% increase in Math SBAC scores from 2015 – 2019
- Exceeds District, County, and State averages in ELA and Math SBAC scores
- Minimal to no achievement gap in ELA and Math SBAC scores

Significant increases in balanced (diverse) student population

Strong commitment to the provision of an inclusive, family centered setting; Every Student Matters All the Time!

Developed a successful Middle School that has robust Leadership, Wellness and Social Action components

- Annual student lead Dinner Showcase, Fireman’s Dinner, and Jog-a-thon
- Hosted first Charter Leadership Conference
- Seventh and eight grade students engage in significant campus apprenticeships and jobs

Significant technology and facilities improvements

- We are a Google Classroom for education with significant on-line resources and have 1/1 computing in 3-8<sup>th</sup> with high speed internet
- Increased Tech. Teacher time for students and classroom teacher support
- Addition of Tech./Robotics elective and programming
- Addition of various tech tools including Spheros, Ozobots, and 3-D printing capabilities
- Addition of new Sports Field including regulation Baseball Field
- Creation of Maker Space

### **Charter Renewal Criteria**

**Charter petitions must satisfy at least three requirements to be renewed:**

**1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”**

**Such increases are documented below.**

**AND**

**2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”**

The alternative measures that show increases at the Charter School are documented in Element 1.

Supporting CAASPP data in Appendix B

OR

3. Education Code Section 47607(b)(4) states: "The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school."

This determination, which requires a comparison to other public schools, is documented in Element 1.

AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: "When considering a petition for renewal, the district board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any."

This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4) (Also see Appendix \_\_\_: CDE DataQuest/CAASPP Reports):

### Forest Ranch Charter School’s Board Members

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 Board members are 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/career preparedness. The majority of our Founding Group is still active in the school community. Currently, FRCS has eight Board members and a Teacher Advisor/Liaison who attends meetings but is not a Board member.

Table i.1: Forest Ranch Charter School Board of Directors

	<i>Curriculum, Instruction, Assessment, Student Services</i>	<i>School Administration &amp; Finances</i>	<i>Project Management, Strategic Planning</i>	<i>Business &amp; Financial Management</i>	<i>Facilities, Real Estate</i>	<i>Fundraising, Grant Writing, Donor Relations</i>	<i>Governance, Law, Compliance</i>	<i>Community Outreach, Communications</i>
Jody Cornilsen – Chairperson of the Board (Parent Rep.)				X		X		X
Janina Carter - Vice Chairperson of the Board (Parent Rep.)			X					X
Leslie Wright - Treasurer/Audit Liaison (Parent Rep.)				X				

Heather Hastain - Secretary of the Board (Parent Rep.)						X		
Monika Niemczynowicz – (Parent Representative; PTP Liaison)				X		X		X
Krystle Stetson (Community Representative)				X		X		X
Sam Daugherty (Community Representative)			X		X			
Robert Chaplin (Educational Representative; FRCA Liaison)	X						X	

See Appendix A for a listing of administration and the Board of Directors.

**ELEMENT 1: EDUCATIONAL PROGRAM**

*Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> 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)(5)(A)(i).*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter*

*school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).*

**General Information**

The lead petitioner and contact person for this Charter School is:	Jody Cornilsen
The contact address for Charter School is:	15815 Cedar Creek Road P.O. Box 5 Forest Ranch, CA 95942
The contact phone number for this charter is:	(530) 891-3154
The contact email for this charter is:	cmarasco@forestranchcharter.org
The proposed address of the target community to be served by Charter School is:	Forest Ranch, CA
The Superintendent in the Authorizing District is:	Kelly Staley
The contact address for the Superintendent is:	1163 East Seventh Street Chico, CA 95928-5999
The contact phone number for the Superintendent is:	(530) 891-3000 x 149
The contact email for the Superintendent is:	kstaley@chicousd.org
The grade configuration of Charter School is:	TK-8
The current number of students is:	128
The grade levels for the students in the first year will be:	TK-8
Charter School's scheduled first day of instruction in 2019-2020 is:	August 17, 2020
The type of instructional calendar will be:	Traditional
The instructional program for Charter School will be:	TK-8 Classroom Based
The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

## **Introduction to Forest Ranch Charter School**

Forest Ranch Charter School proposes to continue serving students in Transitional Kindergarten to Grade 8 in this charter term. Grade configuration is determined by available facilities and enrollment. The current configuration is as follows: TK/Kindergarten, one 1<sup>st</sup> 2<sup>nd</sup> grade class, one 2<sup>nd</sup> 3<sup>rd</sup> grade class, one 3<sup>rd</sup> 4<sup>th</sup> grade class, one 5<sup>th</sup> grade class and two teachers for 6-8<sup>th</sup> grades that shift classroom configurations according to subject matter and daily schedule. The charter school offers full-time or short-term Independent Study in compliance with applicable law and FRCS Board Policy (reference Education Code Section 51745 *et seq.* and FRCS Board Policy 4060).

We are dedicated to serving TK-8 students at Forest Ranch Charter School by providing integrated thematic and subject specific curriculum meeting the California State Standards including but not limited to, the Common Core State Standards (“CCSS”) in English Language Arts (“ELA”) and Mathematics including Standards for Mathematical Practices, Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and remaining State Content Standards (hereinafter collectively referred to as the “State Standards”).

### **Mission**

Forest Ranch Charter School’s mission is to provide a community school that allows each student to maximize their learning potential in a safe and supportive environment.

### **Vision**

Forest Ranch Charter School’s vision is to inspire our students and community through a sustainable, comprehensive academic 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 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/ life skill 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.

### **We believe . . .**

- In equity, kindness and integrity; Every student matters all the time!
- All students have the right to a safe and supportive community of learners that helps them to maximize their learning potential
- In forward thinking educational practices and flexible learning spaces
- In perseverance and hard work

- A growth mindset is essential to all learners on campus, including our adults
- Families are an integral part of our school community

### **How FRCS Differs from a Traditional Public School**

Forest Ranch Charter prepares its students for the future by creating exceptional opportunities for them to learn. We equip our children with strong academic skills, and enable them to find paths that make their lives and the lives of others sustainable, productive and enjoyable. Several features distinguish Forest Ranch Charter from a traditional school district experience:

- FRCS focuses on providing a classroom setting that supports various learning styles as well as differences in temperament. Adult mentors support students, developing a long-term relationship from TK – 8<sup>th</sup> grade.
- We are a family centered school in attitude and practice.
- As a small school, parents, students and staff have a strong voice in the direction the school will follow. Working with the Forest Ranch Charter School Board of Directors and Leadership Team, parent, students and staff, are able to help shape the school.
- The breadth of exposure FRCS students have to opportunities and experiences for hands on learning, study trips and leadership.

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.

## **Charter School Performance**

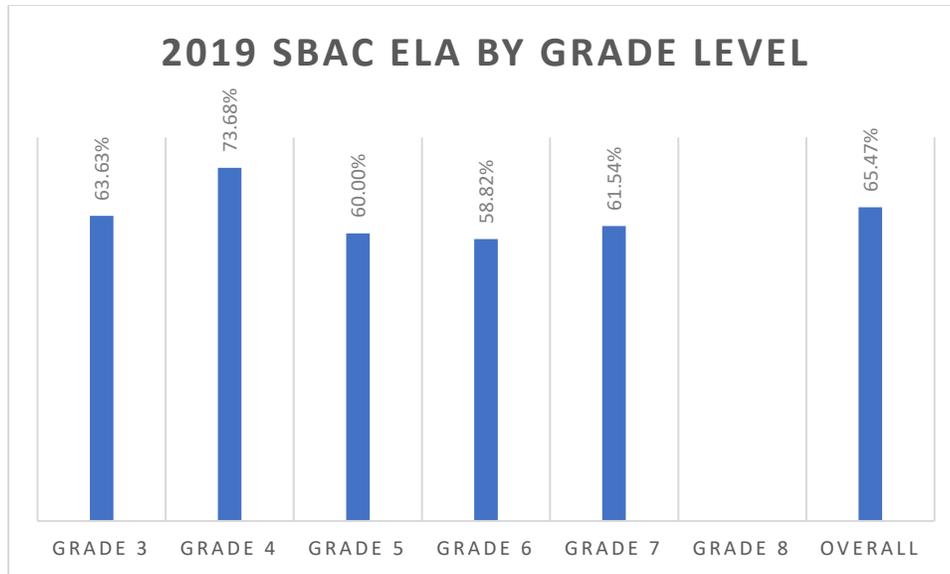
One of the greatest strengths and evidence that FRCS is demonstrating a strong educational program is FRCS's academic performance data. The educational program at FRCS addresses the needs of all learners to include academically high-achieving students, academically low-performing students, students who are Socioeconomically Disadvantaged, and Students with Disabilities. FRCS is proud of the work accomplished in this current charter term and has set goals and developed strategies to ensure a high rate of success and continuous improvement in this charter term. As demonstrated in the narratives and tables below, students at FRCS are solid academic achievers in the District and the State by scoring at the Standard Met or Standard Exceeded levels in English Language Arts and Mathematics.

The California Assessment of Student Performance and Progress ("CAASPP") includes the Smarter Balanced Assessment Consortium ("SBAC") tests are given to every student in grades 3-8 and 11.

## **English Language Arts**

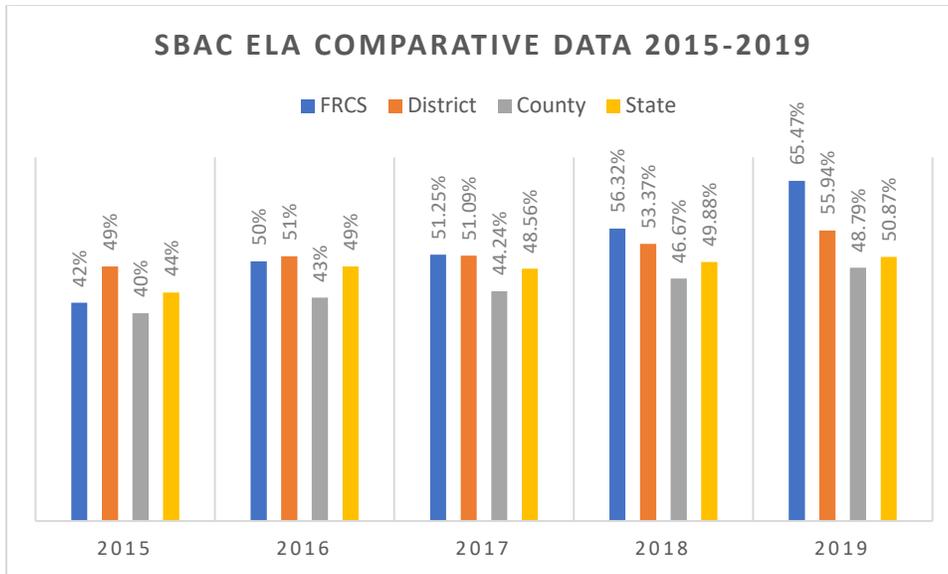
The 2019 SBAC ELA results show an overall growth of 8.74% from 2018 scores of 56.32% to 65.47%. The results show that 63.63% of grade 3 scored at the Standard Met or Standard Exceeded levels, 73.68% of grade 4 scored at the Standard Met or Standard Exceeded levels, 60.00% of grade 5 scored at the Standard Met or Standard Exceeded levels, 58.82% of grade 6 scored at the Standard Met or Standard Exceeded levels, and 61.74% of grade 7 scored at the Standard Met or Standard Exceeded levels. Grade 8 had fewer than 11 students test; therefore, the scores were not reported for pupil privacy reasons.

*Chart 1.1: 2019 SBAC ELA Results by Grade Level and Overall from <https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=04&lstDistrict=61424-0118042&lstSchool=0118042>*



The SBAC ELA comparative data from 2015 to 2019 is impressive for FRCS. The overall results of the percent of students who scored at the Standard Met or Standard Exceeded levels increased each year. In 2015, the overall percent was 42%, increasing to 50% in 2016, increasing to 51.25% in 2017, increasing to 56.32% in 2018, and an impressive increase to 65.47% in 2019. The overall District results show that the percent of students also increased each year from 49% in 2015, increasing to 51% in 2016, increasing to 51.09% in 2017, increasing to 53.37% in 2018, and increasing to 55.94% in 2019. The overall County results show that the percent of students also increased each year from 40% in 2015, increasing to 43% in 2016, increasing to 44.24% in 2017, increasing to 46.67% in 2018, and increasing to 48.79% in 2019. The overall State results show that the percent of students made growth overall from 44% in 2015, increasing to 49% in 2016, decreasing to 48.56% in 2017, increasing to 49.88% in 2018, and increasing to 50.87% in 2019. FRCS' 2019 SBAC ELA scores are higher than the District, the County and the State.

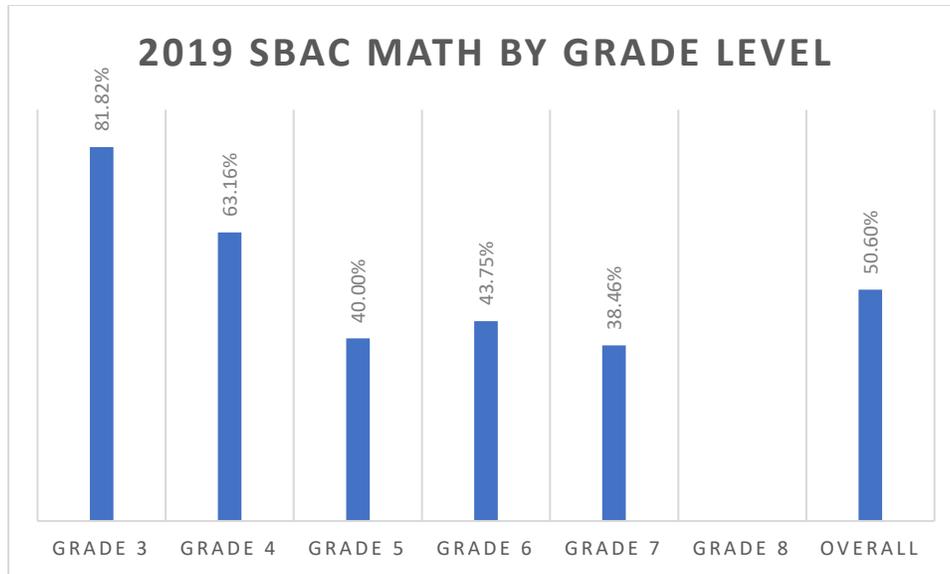
Chart 1.2: SBAC ELA Comparative Data 2015-2019 of FRCS, District, County and State from <https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=04&lstDistrict=61424-0118042&lstSchool=0118042>



### Mathematics

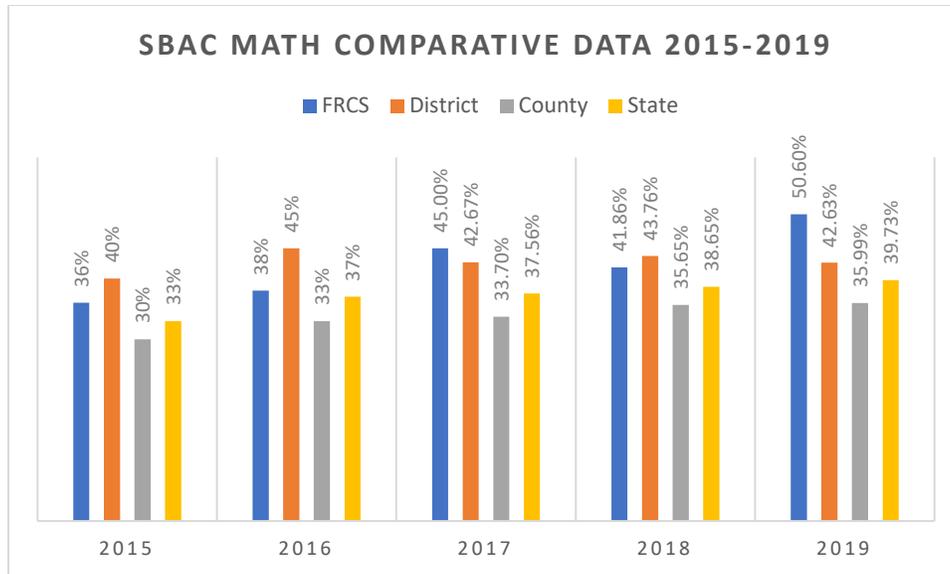
The 2019 SBAC Math results show an overall growth of 8.74.% from 2018 scores of 41.86% to 50.60%. The results show that 81.82% of grade 3 scored at the Standard Met or Standard Exceeded levels, 63.16% of grade 4 scored at the Standard Met or Standard Exceeded levels, 40.00% of grade 5 scored at the Standard Met or Standard Exceeded levels, 43.75% of grade 6 scored at the Standard Met or Standard Exceeded levels, and 38.46% of grade 7 scored at the Standard Met or Standard Exceeded levels. Grade 8 had fewer than 11 students test; therefore, the scores were not reported for pupil privacy reasons.

Chart 1.3: 2019 SBAC Math Results by Grade Level and Overall from <https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=04&lstDistrict=61424-0118042&lstSchool=0118042>



The SBAC Math comparative data overall from 2015 to 2019 shows growth for FRCS. The overall results of the percent of students who scored at the Standard Met or Standard Exceeded levels increased overall in the term of the charter. In 2015, the overall percent was 36%, increasing to 38% in 2016, increasing to 45.00% in 2017, decreasing to 41.86% in 2018, but increased again to 50.60% in 2019. The overall District results show that the percent of students scoring at the Standard Met or Standard Exceeded levels remained fairly flat in the last five years from 40% in 2015, increasing to 45% in 2016, decreasing to 42.67% in 2017, increasing to 43.76% in 2018, and decreasing to 42.63% in 2019. The overall County results show that the percent of students slowly increased each year from 30% in 2015, increasing to 33% in 2016, increasing to 33.70% in 2017, increasing to 35.65% in 2018, and increasing to 35.99% in 2019. The overall State results show that the percent of students slowly increased each year from 33% in 2015, increasing to 37% in 2016, increasing to 37.56% in 2017, increasing to 38.65% in 2018, and increasing to 39.73% in 2019. FRCS' 2019 SBAC Math scores are higher than the District, the County and the State.

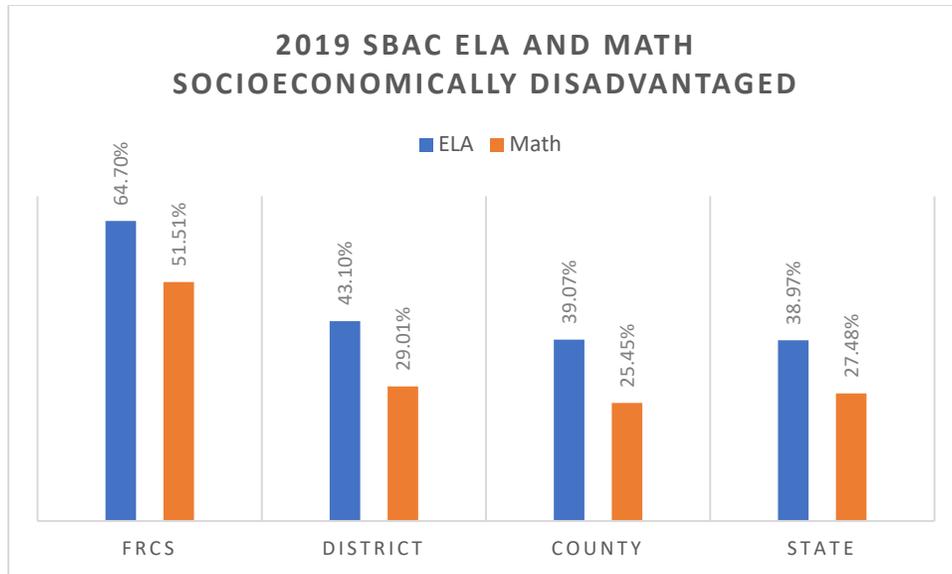
Chart 1.4: SBAC Math Comparative Data 2015-2019 of FRCS, District, County and State from <https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=04&lstDistrict=61424-0118042&lstSchool=0118042>



### Numerically Significant Subgroup Performance

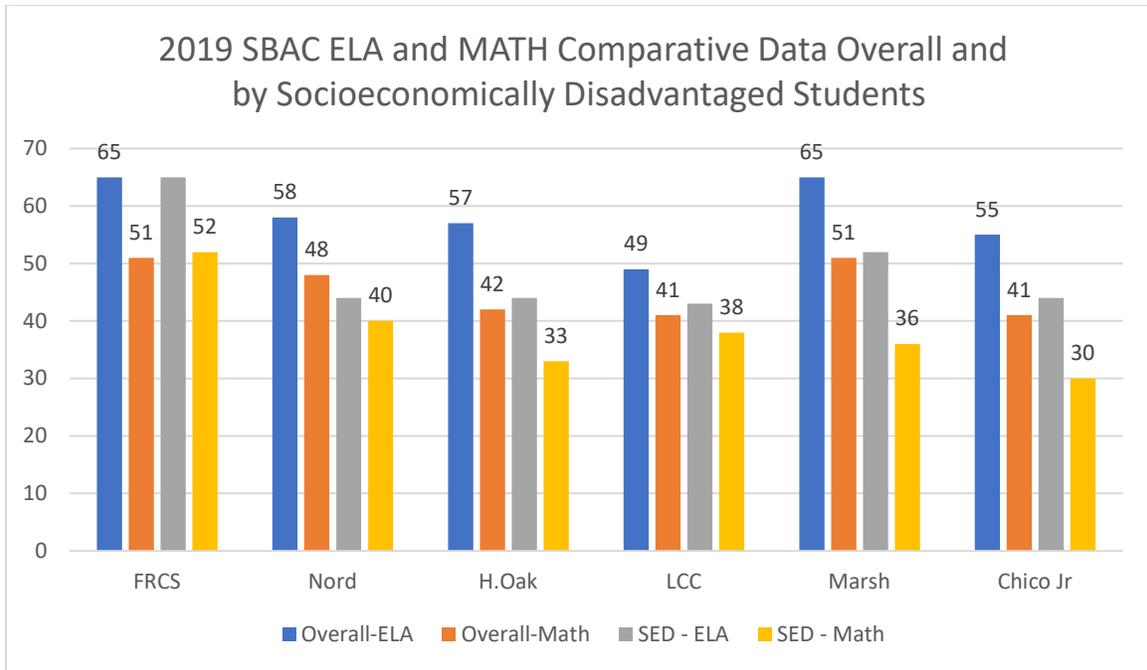
It is important to note that the largest, numerically significant subgroup within the special populations for FRCS are students who are Socioeconomically Disadvantaged. FRCS serves students who are Socioeconomically Disadvantaged at a rate that is significantly higher than the District, the County, and the State. In the 2019 SBAC ELA scores show that the students who are Socioeconomically Disadvantaged scored 64.70% at the Standard Met or Standard Exceeded levels compared to 43.10% in the District, 39.07% in the County, and 38.97% in the State. In the 2019 SBAC Math scores show that the students who are Socioeconomically Disadvantaged scored 51.51% at the Standard Met or Standard Exceeded levels compared to 29.01% in the District, 25.45% in the County, and 27.48% in the State.

Chart 1.5: 2019 SBAC ELA and Math Socioeconomically Disadvantaged Students Comparative Data of FRCS, District, County and State from <https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=04&lstDistrict=61424-0118042&lstSchool=0118042>



In reviewing the 2019 SBAC ELA and Math data of FRCS in comparison with other schools that students would otherwise be required to attend and other area similar schools (Education Code Section 47607(b)(4)), FRCS scores higher overall on the 2019 SBAC ELA than Nord Country School (Nord), Hooker Oak Elementary (Hooker Oak), Little Chico Creek Elementary (LCC) and Chico Junior High (Chico Jr.), and FRCS scores on par with Marsh Junior High (Marsh). FRCS scores higher overall on the 2019 SBAC Math than Nord, Hooker Oak, , and Chico Jr., and FRCS scores on par with Marsh. For Socioeconomically Disadvantaged students on the 2019 SBAC ELA and Math, FRCS scores significantly higher than other similar schools and neighborhood schools that students would otherwise have been required to attend. All data has been rounded

*Chart 1.6: 2019 SBAC ELA and Math Comparative Data Overall and by Socioeconomically Disadvantaged Students by FRCS, Nord, H. Oak, LCC, Marsh and Chico Jr. from <https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=04&lstDistrict=61424-0118042&lstSchool=0118042>*



### 2018 California School Dashboard Review

The 2018 California School Dashboard reports performance on state measures using comparable statewide data. Each performance level is marked by one of five colors: Red is the lowest performance level, followed by Orange, followed by Yellow, moving to Green, and Blue is the highest performance level. If there are fewer than 30 students in any year, then it is reported as None or No Performance Color. For all students, FRCS scored Orange for Chronic Absenteeism and Green for Suspension Rate, English Language Arts Achievement and Mathematics Achievement. The numerically significant subgroup (more than 30 students) of Socioeconomically Disadvantaged scored Red for Chronic Absenteeism, Green for Suspension Rate and English Language Arts Achievement, and Yellow for Mathematics Achievement. The numerically significant subgroup of White scored Orange for Chronic Absenteeism and Green for Suspension Rate, English Language Arts Achievement and Mathematics Achievement.

Table 1.1: 2018 California School Dashboard Report by Performance Level from <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2018&cdcode=&scode=0118042>

## Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	English Language Arts	Mathematics
All Students	Orange	Green	Green	Green
Socioeconomically Disadvantaged	Red	Green	Green	Yellow
White	Orange	Green	Green	Green

According to the California School Dashboard Overall, the 2018 SBAC ELA scores increased by 13 points, putting students 8.3 points above standard. The 2018 SBAC Math scores increased by 3.8 points, putting students 20 points below standard. The review of these results was the impetus for change during the 2018-19 school year, especially in the area of Math which saw an overall increase of 8.74% from the 2019 SBAC Math scores to the 2019 scores. There was an overall increase of 9.15% from the 2018 SBAC ELA scores to the 2019 scores. FRCS is looking forward to seeing the growth on the 2019 California School Dashboard which will indicate improvement as noted by the 2019 SBAC scores.

Chart 1.7: Snapshots for FRCS on the 2018 California School Dashboard from <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2018&cdcode=&scode=0118042>

### English Language Arts

All Students State



Green

8.3 points above standard

#### Increased 13 Points

##### EQUITY REPORT

Number of Student Groups in Each Color

0

Red

0

Orange

0

Yellow

2

Green

0

Blue

[View More Details](#)

### Mathematics

All Students State



Green

20 points below standard

#### Increased 3.8 Points

##### EQUITY REPORT

Number of Student Groups in Each Color

0

Red

0

Orange

1

Yellow

1

Green

0

Blue

[View More Details](#)

One important area of opportunity for FRCS is the Chronic Absenteeism rate reported on the California School Dashboard 2018. FRCS reported 12.4% of the students as chronically absent which increased by 2.4%. FRCS will continue to institute strategies to reduce the Chronic Absenteeism rate. The Suspension Rate is another strength for FRCS as only 1.5% of the students were suspended once which declined by 0.7% from the previous year. FRCS employs PBIS and Alternatives to Suspension to keep this rate low.

Chart 1.8: Snapshots for FRCS on the 2018 California School Dashboard from <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2018&cdcode=&scode=0118042>

### Chronic Absenteeism

All Students State



Orange

**12.4% chronically absent**

**Increased 2.4%**

#### EQUITY REPORT

Number of Student Groups in Each Color

**1**

Red

**1**

Orange

**0**

Yellow

**0**

Green

**0**

Blue

[View More Details](#)

### Suspension Rate

All Students State



Green

**1.5% suspended at least once**

**Declined 0.7%**

#### EQUITY REPORT

Number of Student Groups in Each Color

**0**

Red

**0**

Orange

**0**

Yellow

**2**

Green

**0**

Blue

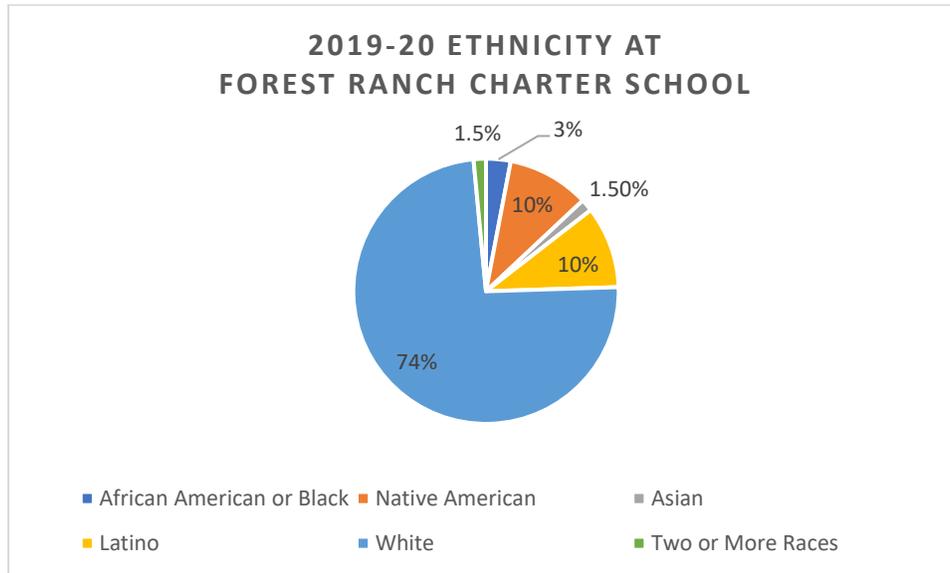
[View More Details](#)

### Student Population to Be Served

FRCS will be open to ALL students, in grades TK-8, regardless of gender, ethnicity, national origin, sexual orientation, religion, or any other protected class who seek an exceptional education in an inclusive community supported by families and educators. Recruitment efforts will be made to focus on students who would benefit from innovative instructional strategies including multiple modalities, experiential learning and practical applications to ensure academic excellence based on State Standards.

The current ethnic makeup of FRCS is 74% White, 10% Latino, 10% Native American, 3% African American or Black, 1.5% Asian, and 1.5% of students with Two or More Races reported.

*Chart 1.9: 2019-20 Demographics by Ethnicity at Forest Ranch Charter School from Student Information System*



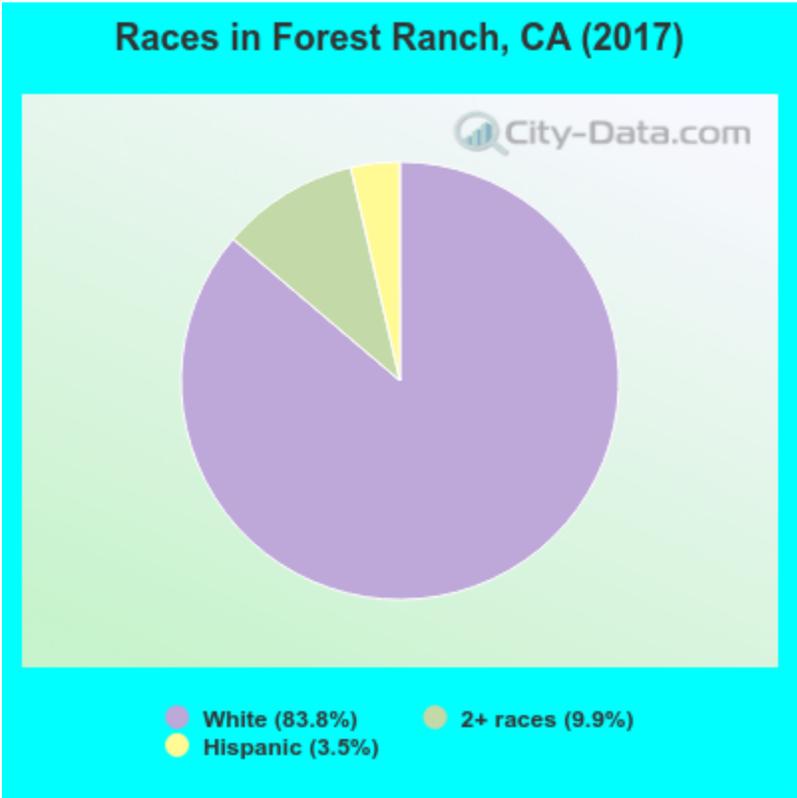
The demographics by ethnicity has remained fairly constant at FRCS over the course of the current charter term with increases in the percent of Native American or American Indian students served, increases in the percent of Latino students served, and a decrease in the percent of White students served. Overall, FRCS is becoming more diverse.

*Table 1.2: Demographics by Ethnicity from 2015-2020*

Demographics by Ethnicity (% of total enrollment)	2015-16	2016-17	2017-18	2018-19	2019-20
African American or Black	5%	2%	3%	3%	3%
Native American	6%	9%	9%	6.5%	10%
Asian	0.7%	0.8%	0%	0%	1.50%
Latino	4%	0.8%	4.5%	4%	10%
White	80.3%	86.6%	83.5%	85.7%	74%
Two or More Races	4%	0.8%	0%	0.8%	1.5%

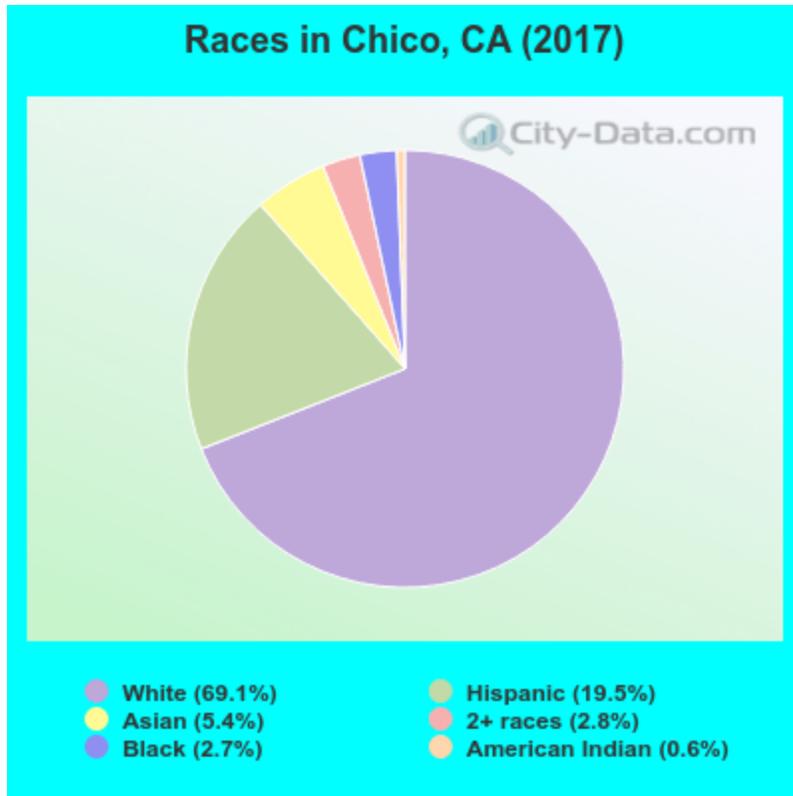
The data from CityData.com lists the demographics by ethnicity from Forest Ranch, California where FRCS is located. Forest Ranch in 2017 was reported to have 83.8% White, 3.5% Hispanic or Latino, and 9.9% Two or More Races. FRCS currently has 74% White, 10% Latino, 10% Native American or American Indian, 3% African American or Black, 1.5% Asian, and 1.5% of students with Two or More Races reported.

Chart 1.10: 2017 Ethnicity in Forest Ranch, CA from <http://www.city-data.com/city/Forest-Ranch-California.html>



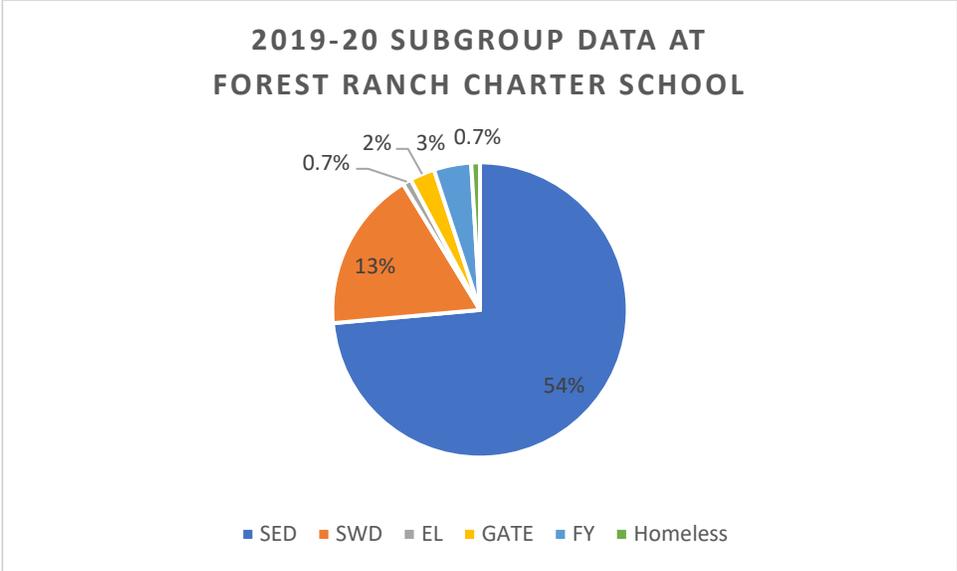
FRCS serves students from Chico, California and the surrounding communities. Chico in 2017 was reported to have 69.1% White, 19.5% Hispanic or Latino, 5.4% Asian, 2.8% Two or More Races, 2.7% African American or Black, and 0.6% Native American or American Indian. FRCS currently serves a much higher percent of Native Americans or American Indians at 10%.

Chart 1.11: 2017 Ethnicity in Chico, CA from <http://www.city-data.com/city/Chico-California.html>



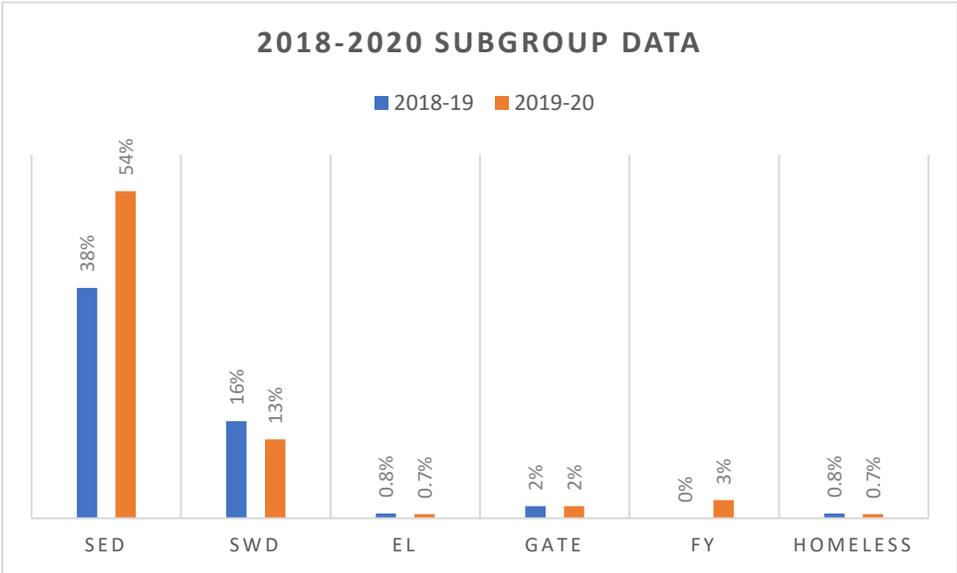
FRCS also serves a population of students from subgroups to include 54% of students who are Socioeconomically Disadvantaged (“SED”), 13% who are Students with Disabilities (“SWD”), 3% who are Foster Youth (“FY”), 2% who qualify for Gifted and Talented Education (“GATE”), 0.7% who are English Learners (“EL”), and 0.7% students who are Homeless.

*Chart 1.12: 2019-20 Special Populations Subgroup Data at Forest Ranch Charter School from Student Information System*



The special populations at FRCS has experienced fluctuation in the charter term. In 2018-2019, the special populations included 38% of students who were SED which increased to 54% in 2019-20, 16% who were SWD which decreased to 13% in 2019-20, 0% who were FY which increased to 3% in 2019-20, 2% who qualified for GATE which remained at 2% in 2019-20, 0.8% who were EL which decreased to 0.7% in 2019-20, and 0% students who were Homeless which increased to 0.7% in 2019-20.

*Chart 1.13: 2018-20 Special Population Subgroup Data at Forest Ranch Charter School from Student Information System*



### Five Year Enrollment Plan

FRCS is the only school on the mountain, and the most important selling point of the Charter School is the small, TK-8, nurturing environment that encourages family-centered education with a focus on academics and life skills. FRCS projects enrollment to be around 130 for the next few years.

*Table 1.3: Enrollment Projections for the Charter Term of 2020-25*

<b>Grade</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
TK/K	12	15	15	15	14
1	14	12	15	15	15
2	14	14	12	15	15
3	16	14	14	12	15
4	12	16	14	14	12
5	13	12	16	14	14
6	18	13	12	16	14
7	16	18	14	15	16
8	15	16	18	14	15
<b>TOTAL</b>	<b>130</b>	<b>130</b>	<b>130</b>	<b>130</b>	<b>130</b>

### Educational Philosophy

In order to meet the diverse needs of our community, as well as the families who chose to become part of our Forest Ranch group, we implemented a flexible philosophy that places an emphasis on high learning expectations as well as development of the whole child. We use methods from the Highly Effective Teaching (“HET”) model designed by Susan Kovalik and Associates. This model emphasizes differentiated learning, recognizing that children learn through multiple modalities. We adopted a multi-age model rather than a combination class approach. This allows children to move through the State Standards in a way that challenges each student at the optimal level for his/her own growth. It is our intention to provide a high-quality education that provides our students with the necessary knowledge base and skills (both social and academic) to be successful in their future academic and life endeavors.

#### Forest Ranch Charter School's Program:

- Uses current research to guide decision making,
- Provides adequate training and practice for children to learn and master the basics, embedding this "training/practice" in a meaningful context whenever possible,
- Has environmental partnerships with the CSU, Chico Institute for Sustainable Development, the Big Chico Creek Ecological Reserve, Kids 'n Creeks, and OEFA.
- Uses innovative approaches to make children's work interesting and engaging,
- Uses differentiated instruction to meet the needs of children who learn in different ways and are at varying ability levels,
- Is goal focused both at group and individual levels, using incidental and formal assessments to guide instruction,
- Provides character education and mentoring activities allowing students to work together with adults to create a positive learning environment in which every child feels safe, necessary, and respected,
- Uses the arts to make core curriculum more satisfying and meaningful (speech, drama, dance, music, journalism, visual arts),
- Is a Science, Technology, Engineering and Math ("STEM") program that promotes active inquiry, digital literacy and actively engages children in a technology rich environment,
- Emphasizes student leadership and the development of civic minded, well rounded learners.

FRCS' primary goal is to allow each student to maximize his or her individual potential while focusing on mastery of the State Standards through the use of brain compatible strategies and a focus on individualized learning styles. Our intention is to empower students to be flexible, independent learners who actively participate in their own learning process and strive to develop in each of the multiple intelligences. Therefore, our teachers foster a growth mindset by encouraging their students to try new things as well as think about how they best learn new material. It is our belief that students who are more involved in their learning will be more engaged and effective learners.

FRCS' educational program also emphasizes a balance between the intellectual, physical, and social/emotional development of its students. The uniqueness of each child is honored and respected as our community works together to fulfill the vision and mission of our school.

## **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, environmental studies, STEM, leadership, PE/health and wellness 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 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.

### **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 (metacognition, meta-memory). It is our belief that students who are more involved in their learning and have a "growth mindset" are more engaged and effective learners. The computers located in each classroom help provide more differentiated instruction across subjects.

### **Positive Behavioral Interventions and Support**

Forest Ranch Charter has utilized Positive Behavioral Interventions and Support ("PBIS") since the Charter School's inception in 2008. Positive Behavioral Interventions and 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. Aspects of PBIS and Social Emotional Learning on campus are described in greater detail in Element 10.

### **Family-Centered Practices**

At Forest Ranch Charter School, 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.

## **Educational Program**

Forest Ranch Charter offers a rigorous and challenging academic program, emphasizing developmentally appropriate, inquiry driven, project-oriented instruction. The academic program is organized in a manner designed to encourage the development of higher order thinking skills and is committed to teaching state standards by providing an integrated curriculum that incorporates STEM and the visual and performing arts to increase engagement and further understanding. FRCS supports students as they explore their environment and construct meaning in their world.

## **How Learning Best Occurs**

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. Technology, P.E./health and wellness, 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 ongoing 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 3<sup>rd</sup> to 8<sup>th</sup> 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 3<sup>rd</sup> to 8<sup>th</sup> 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 5<sup>th</sup> to 8<sup>th</sup> grade will present at least one formal presentation a year.

### **Physical Education/Health and Wellness**

In order to develop and maintain healthy bodies, students are presented with physical education which emphasizes healthy competition, teamwork and individual skill development. FRCS's physical education program helps students to develop life-long habits of building physical strength and dexterity. Students are exposed to a variety of physical movement activities that will suit a variety of learning styles and skills and that are aligned to the State Content Standards, and all students in grades 5, 7 will take the Physical Fitness Test. PE develops students' awareness of how the body moves and how physical activity impacts other parts of their life. For instance, students may learn how physical activity can relieve stress or help with focus. PE activities will develop a range of physical and athletic skills, as well as habits of teamwork, cooperation, and fair play. Nutrition and other healthy lifestyle components are integrated into classroom instruction, elective offerings and campus activities.

### **Technology/STEM activity**

Technology is a powerful tool and when used appropriately, can be an effective instructional aid. For the TK-8 program, technology is used to supplement lessons, implement activities and bring content material to life. FRCS' primary goals are to develop strong oral and written communication, and educate global citizens who can speak and engage confidently with others. Technology is used to enhance the achievement of these goals. In addition, various STEM activities are woven through the curriculum and offered as part of clubs, electives and afterschool programs to provide students with skills, content knowledge and fluency needed to be successful in STEM fields in the future.

### **What it Means to be an Educated Person in the 21<sup>st</sup> Century**

We believe a well-educated and well-rounded person in the 21<sup>st</sup> 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.

### **Characteristics of 21<sup>st</sup> Century Learners**

At FRCS teachers embrace Common Core ideas. They recognize that to enable students to be literate in the 21<sup>st</sup> 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. At FRCS we continually encourage the development of curiosity and perseverance in our students. We are aware that in this Information Age there is an abundant degree of information dissemination and the continued refinement of technology will continue to support the growth of all types of communication. Current times requires global citizens that can thoughtfully, creatively, and carefully develop responses to the many situations/challenges they encounter. While none of us can master the quantity of information we may encounter, providing students with the flexibility, resources and skills to better navigate the Information Age is crucial to their ability to be successful in the 21<sup>st</sup> Century.

### **Enabling Students to be Self-Motivated, Competent and Life-Long Learners**

FRCS has established explicit goals for enabling students to be self-motivated, competent, life-long learners. FRCS has established and implemented life-long learning standards in order to instill self-directed learning. These standards include:

- Critical thinking
- Leadership
- Problem solving
- Continual improvement
- Collaboration
- Demonstration of positive character traits
- Strong technology skills
- College and Career Readiness

Life-long learning standards require students to be collaborative and self-directed learners, participants in their society, information processors, effective communicators,

and critical thinkers. Students apply these life-long learning standards through the integrated thematic units, rigorous coursework, and service learning projects.

## **Curriculum**

FRCS will ensure that all students, including socio-economically disadvantaged, English language learners and low achieving students, master State 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, Learning A-Z, Flocabulary, Mystery Science, Prodigy, Mossa Mack, Reflex Learning, i-Ready diagnostic and learning programs, and many others). We are a Google for Education School. Each child has their own account and access to computers and a wide range of technology. Third through 8<sup>th</sup> graders have their own Chromebooks. Each classroom has an LCD screen and the ability to chromecast. Teachers also have access to document cameras and projectors if needed.

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 (Basic Phonics Skills Test), as well as baseline, midyear and end of year computer adaptive assessment of the standards (i-Ready and SBAC). 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 as well as traditional subject specific systematic instruction for a portion of the day. Students move forward at a rate that challenges their individual abilities.

## **Transitional Kindergarten**

The Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to the Charter School, transitional kindergarten

shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at the Charter School shall be considered existing students of the Charter School for purposes of the Charter School's admission.

Transitional Kindergarten is the first year of a two-year kindergarten program. In the second year, Transitional Kindergarten students will participate in traditional kindergarten. Transitional Kindergarten students will be in a heterogeneous class, depending on Kindergarten enrollment. Curriculum will be teacher created and focus on number and letter recognition, phonemic awareness, and number sense, as well as socialization and will be aligned to the California Preschool Learning Foundations.

### **English Language Arts**

Teachers start with CCSS 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, Flocabulary, 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 CCSS, 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. Literacy is woven through all of the other subjects as well as activities on campus so that students have many opportunities to learn skills and apply them in meaningful ways.

## **Math**

The CCSS 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 21<sup>st</sup> 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 My Math (McGraw-Hill) as a base program with other CCSS supplemental materials in grades K-5. 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, Reflex, Prodigy, Marci Cook materials, Montessori and Lakeshore kits, math readers, Touch Math, Key to Math Intervention, Singapore Math, Focus Math, Math Fact Master Materials, Kahn Academy 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. UC Scout and Ed Genuity are used as needed to support curriculum development for accelerated students

## **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, an extensive digital library with current scientific articles, Mossa Mack, a vast assortment of field guides and reference books, Discovery Streaming, and Environmental Education Initiative ("EEI") curriculum. In 6<sup>th</sup>-8<sup>th</sup> grades Pierson's Elevate Science program is used along with accompanying student work books and digital materials.

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. Many of our faculty have received I-STEM training. Our elementary lead attended a three year I-STEM training at CSUC and we have a technology teacher that works with teachers to expand STEM options in the classroom.

## **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: California Weekly, The History of Us, Oxford Press, The Ancient World Series, Interact programs, an array of videos from United Streaming, History Channel and PBS, 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 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.

## **Career Explorations**

This course prepares middle school students to make informed decisions about their future academic and occupational goals. Through direct instruction, interactive skill demonstrations, and practice assignments, students learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development. This course is designed to provide flexibility for students; any number of units can be selected to comprise a course that meets the specific needs of students.

## **Applied Arts**

Applied Arts challenge students to think, create and innovate. Our applied arts are woven through the curriculum as well as offered as distinct electives and club choices. We offer traditional applied arts such as ceramics, wood work and sewing as well 21<sup>st</sup> century arts such as engineering design, 3-D printing, robotics and coding.

## **Foreign Language**

Middle school students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

## **Professional Development**

Teacher training and support is critical to the successful implementation of the proposed FRCS model. At FRCS, teachers are central members of the learning community. There are opportunities for teachers to learn new techniques and to collaborate with their colleagues to develop curriculum, utilize strategies, and evaluate student achievement. The professional development model is structured around time, support, and shared decision making.

Forest Ranch Charter 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

Each faculty member has an Individualized Training and Support Plan ("ITSP") 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 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, State Standards, 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 multiple group professional development days and the option for individual days are 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 and have their clear multiple subject credential, including a CLAD certification, or are supervised by fully credentialed faculty until this requirement is met.

**Proposed School Calendar 2020-2021**

Calendar can be found in Appendix C.

**Proposed Daily Schedule**

*Table 1.3: Sample Regular Day Schedule (Subject to Change)*

**Primary Elementary Schedule (Grades K – 2<sup>nd</sup>)**

TIME	ACTIVITY	NOTES
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8:15am- 8:30am	Assembly, Gathering Activities	
8:30am-10:00am	Instruction/ Focus on Lang. Arts	
10:00am – 10:20am	K-2 <sup>nd</sup> grade Recess	
10:20am-12:00am	K-2 <sup>nd</sup> Main Lesson (K);1 <sup>st</sup> -2 <sup>nd</sup> Instruction/Focus on Math	Half-day Kindergarten ends at 12:00.
12:00am – 12:45pm	K-2 <sup>nd</sup> grade-Lunch	Parents pick-up half-day kindergarten students between 12:00 and 12:30
12:45pm -1:15 pm	DEAR Time (AKA: Drop Everything & Read)	Kindergarten Enrichment and 1 <sup>st</sup> and 2nd graders
1:15-2:35pm	Science and Social Studies	
2:35pm – 2:40pm	End of Day Transition	

### **Upper Elementary Schedule (Grades 3<sup>rd</sup> – 5)**

<b>TIME</b>	<b>ACTIVITY</b>	<b>NOTES</b>
8:15am- 8:30am	Morning Movement/Assembly	
8:30am – 10:20am	Instruction/Focus on Lang. Arts	
10:20am -10:40am	3 <sup>rd</sup> -5 <sup>th</sup> Recess	
10:40 – 11:45	Instruction/Focus on Math	
11:45pm – 12:30pm	3 <sup>rd</sup> -5 <sup>th</sup> Lunch	
12:30pm - 1:00pm	DEAR Time	(AKA: Drop Everything & Read)
1:00pm – 2:35pm	Science/Social Studies/Technology and Elective	
2:35pm – 2:40pm	End of Day Transition	

### **Middle School Schedule (Grades 6 -8)**

<b>TIME</b>	<b>ACTIVITY</b>	<b>NOTES</b>
8:15am- 12:30pm	Middle School Block Core Classes – Schedule varies based on grade and level	Monday, Wednesday – Middle School Electives
12:30 – 1:15pm	Lunch (T, Th Intervention)	

1:15 – 2:35pm	Middle School Block Core Classes – Schedule varies based on grade and level	Some afternoons at 1:50 we have Careers, Health/Wellness, Honors; Fridays at 1:15 either STEM or Whole School Electives
2:35 – 2:45pm	Town Hall	

Table 1.4: Instructional Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	176	225	0	0	1	225	0	0	177	36000	39825	3825
1	Yes	176	320	0	0	1	240	0	0	177	50400	56560	6160
2	Yes	176	320	0	0	1	240	0	0	177	50400	56560	6160
3	Yes	176	320	0	0	1	240	0	0	177	50400	56560	6160
4	Yes	176	320	0	0	1	240	0	0	177	54000	56560	2560
5	Yes	176	320	0	0	1	240	0	0	177	54000	56560	2560
6	Yes	176	345	0	0	1	240	0	0	177	54000	60960	6960
7	Yes	176	345	0	0	1	240	0	0	177	54000	60960	6960
8	Yes	176	345	0	0	1	240	0	0	177	54000	60960	6960
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Charter school will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction:

- (A) To pupils in kindergarten, 36,000 minutes.
- (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.
- (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.

FRCS is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5, California Code of Regulations, Section 11960 for all students to include the students in the independent study program. Thus, the Charter School for

each fiscal year will meet or exceed the required number of instructional minutes as set forth in Education Code Section 47612(a)(1).

### **Meeting the Needs of Special Populations**

FRCS is an inclusive Charter School and will offer services for all students in special populations. This includes, but is not limited to, students who qualify for Free or Reduced-Price Lunch; students who are designated as ELs; and students who receive Special Education services. FRCS will serve all students with an Individualized Education Program (“IEP”), regardless of their eligibility. FRCS will follow the applicable requirements of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act. The students who are designated as ELs will receive daily instruction in English Language Development in addition to teachers using Specially Designed Academic Instruction in English (“SDAIE”) strategies including accessing prior knowledge, cooperative learning, hands-on instruction, student communication, explicit vocabulary instruction, multicultural education and checking for understanding.

### **Multi-Tiered System of Supports**

FRCS utilized the Multi-Tiered System of Supports (“MTSS”) which encompasses a Response to Intervention (“RtI”) program but goes beyond the student interventions. MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation. It provides multiple levels of support for all learners (struggling through advanced). FRCS aligns resources and support for students receiving instruction AND for teachers and other support staff who are delivering the instruction. This model is an educational paradigm shift that ensures that overall school improvement is sustainable. FRCS provides continued support for teachers in delivering instruction, utilizing and developing effective curriculum, administering assessment, and using data to guide instruction. This process requires greater collaboration between general education teachers, special education teachers and intervention aides which FRCS has built into the daily schedule. The greatest improvement FRCS has made to traditional MTSS is that MTSS at FRCS includes a focus on intervention but has a stronger goal of prevention. The key is the professional development that is included for all staff which creates a more collaborative and cohesive culture for the betterment of students (Hurst, 2014).



### **School Based Intervention Team Process**

The School Based Intervention Team (“SBIT”) is a positive school-wide early intervention process to support students who are not making satisfactory academic progress or to support students when their behaviors are impeding their own progress or the progress of others. FRCS will set up an SBIT, which will be comprised of parents/guardians, teachers, administrators, and other professionals or the student as appropriate. The SBIT will meet regularly to highlight a student’s strengths upon which a plan for improvement can be based. Concerns are viewed as obstacles to student performance, and not indicative of the student or his/her character. The SBIT designs a practical support plan that all team members agree to implement. Follow-up meetings will take place to monitor student progress with the interventions in place. The SBIT may determine to refer a student for special education evaluation after one meeting or may monitor the students through the SBIT protocol based on the severity of student need.

#### **SBIT Protocol**

Step 1. The Charter School personnel (teacher, support staff, administrator) or the parent requests a referral to the Student Success Team. This referral includes information regarding specific concerns and previously attempted interventions and accommodations. Parent is contacted and informed of referral.

Step 2. The team members review and collect information relevant to the student’s performance. This information could include: information provided in student’s cumulative file, parent/teacher/administrator observations, grade reports, tests,

homework, attendance, parent information regarding the student's academic and health history, teacher reports, results of state/district academic assessments and a list of modifications or interventions previously attempted.

Step 3. The team establishes a meeting time when all members can participate and be actively involved in the problem-solving process. A translator is arranged if needed.

Step 4. The SBIT meeting representatives summarize strengths and concerns, and discuss and develop an action plan with academic or behavioral interventions. Modified interventions are then documented and monitored for success. The team brings: 1) completed evaluation forms, 2) appropriate work samples, 3) list of interventions attempted, 4) and the student's cumulative file.

Step 5. If plan is unsuccessful, a follow up meeting is held within 4-6 weeks to discuss alternatives for accommodations and interventions. The SBIT process may be repeated. If the revised plan remains unsuccessful, the student may qualify for more structured modifications or a 504 plan. An unsuccessful SBIT process could lead to a determination of qualification for Special Education.

All throughout the SBIT process, clear lines of communication are in place between FRCS administration, staff, and District special education staff (as appropriate) as the SBIT process is implemented.

## **Supporting Academically Low-Achieving Students**

### **Assessment**

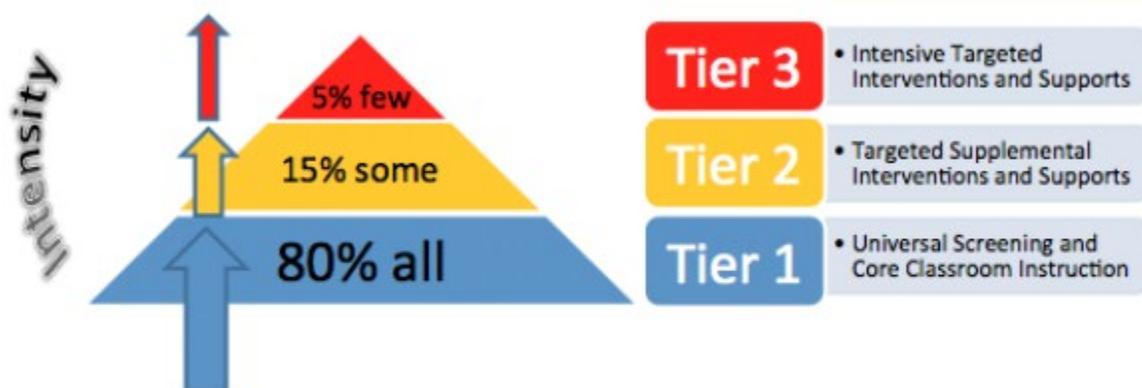
All FRCS students will participate in and benefit from an academically rigorous and standards-based curriculum. Low-achieving students will be identified by meeting any of the following criteria: performs at least two (2) grades below grade level, does not meet standards on state testing, answers sixty-percent (60%) or more incorrectly on school benchmarks or multiple measures assessments, and fails to demonstrate a minimum of one year of academic growth in reading, writing, and/or mathematics during each year. Low-achieving students will be identified by teachers, who will notify parents/guardians of their child's academic levels before the end of the first quarter, and will refer the student for interventions.

## Interventions

FRCS will take a systematic approach to closing the achievement gap by allocating multiple resources to academically low-performing students. FRCS teachers will address the needs of academically low-achieving students, including appropriate modifications in any of the following program components:

1. Tier 1 - Foundational Program: (a) all teachers instruct to the standards on a daily basis, (b) all student work aligns to standards, and (c) all students are able to describe what they are learning and why, reflecting on their learning.
2. Tier 2 - Strategic Intervention: Identified students will receive strategic intervention within the instructional day in the areas of language arts and/or mathematics in a small-group (5 or fewer students) setting during Universal Access. Strategic intervention allows students to practice and develop skills. On-going benchmark and progress monitoring will be used to adjust interventions.
3. Tier 3 - Intensive Intervention: Identified students will receive intensive intervention within the instructional day in the areas of language arts and/or mathematics in a very small-group (two or three students or one-on-one) setting during Universal Access. Intensive intervention allows students to receive explicit instruction and focus on only one skill until proficient and prepared to move on. Highly flexible grouping will allow teachers to reorganize students, including multi-age grouping when appropriate.

Chart 1.14: Visual Chart of Tiered Interventions



Student progress will be monitored on an ongoing basis through a combination of teacher observation, checklists, classroom assessments, intervention assessments and benchmark assessments to determine the effectiveness of interventions. Student progress will be communicated to the parent or guardian every six (6) weeks. If after the intervention session, the strategies in place are deemed unsuccessful, the student may repeat an intervention or move up a Tier. If the student is not making adequate progress at Tier 3, he or she will be referred to the SBIT process.

### **Supporting 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 additional critical thinking or project-based learning opportunities. 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. FRCS also offers an accelerated mathematics pathway and Honors for 6-8<sup>th</sup> graders.

### **Supporting Socioeconomically Disadvantaged Students**

As demonstrated by the high SBAC scores for Socioeconomically Disadvantaged students, FRCS is committed to serving this numerically significant subgroup of students. FRCS provides the same high-quality school supplies to the students, provides transportation to and from school free of charge, provides clothing and shoes to students, ensures students have meals so they can learn, provides tutoring for emergent readers, provides a free yearbook, provides free after-school care to those who qualify and access to computers at school and at home.

## **Supporting the Social Emotional Needs of Students**

FRCS utilizes a multiple tiered system of support that includes behavioral/social/emotional instruction and support in addition to academic instruction and support. Refer to Element 10 for a detailed description.

## **Supporting English Learners**

FRCS meets all applicable legal requirements for English Learners, including long-term ELs or ELs at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

## **Home Language Survey**

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

## **English Language Proficiency Assessment**

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

The ELPAC consists of two separate assessments:

- **Initial Assessment ("IA")**

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

- Summative Assessment (“SA”)

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

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

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

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

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

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

## **Reclassification Procedures**

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

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

## **Monitoring and Evaluation of Program Effectiveness**

The Charter School will evaluate the effectiveness of its education program for ELs by:

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

## **Monitoring English Learner Progress**

The teachers will utilize the English Learner folders and collect student samples to measure progress regarding comprehension, fluency, vocabulary, pronunciation and

grammar usage four times a year. Teachers will provide quarterly progress reports to parents on the growth of their English proficiency. Staff will monitor reclassified English Proficient students for a minimum of four years. The Executive Director will confidentially maintain a list of students who are identified as ELs with ELPAC/CELDT, SBAC, date of entry to U.S., and Year 1 and Year 2 data. FRCS will also maintain grade progression, benchmark scores, and promotion to next grade with State Standard mastery.

FRCS securely maintains an ELD Folder for each English Learner to track academic progress. FRCS will maintain ELD information including: Home Language Survey, ELPAC/CELDT results, Reclassification Forms, and Year 1-4 monitoring forms. FRCS will provide intervention to students who score Standard Not Met or Standard Nearly Met in English Language Arts and Math on the SBAC.

### **Strategies for English Learner Instruction and Intervention**

To address the significant academic needs of EL students, all of the major components of Forest Ranch Charter's instructional program have been carefully designed to promote the academic and social success of EL students. Several key features of effective programs for ELs were identified during a study of 75 exemplary schools that successfully provide academic programs to ELs in California ([www.sharingsuccess.org](http://www.sharingsuccess.org)). Many of those features will be incorporated within the program at FRCS when we have EL students, such as:

- ⊙ Inclusion - The program for ELs will be an integral part of the school, neither conceptually nor physically separated from the rest of the school.
- ⊙ Enrichment – ELs will be provided with a rich educational program, not a remedial curriculum. The instructional approach for all students will emphasize critical thinking, hands-on learning, relevance, and connection across the disciplines.
- ⊙ Coordination - A premium will be placed on coordination and collaboration both horizontally and vertically across grade levels. Schedules will be designed to provide common planning time for teachers.
- ⊙ Internal Impetus – Teachers and students will be the driving force and key players in designing and implementing innovative curricular and instructional approaches.

Additionally, project-based learning (PBL) has significant benefits for ELs. Karen Carrier, in "Key Issues for Teaching English Language Learners in Academic Classrooms," (Middle School Journal, November 2005) identifies three key challenges ELs face in the academic classroom:

- ⊙ The amount of time required for second language acquisition
- ⊙ The dual job of ELs – learning content and learning the language
- ⊙ The need for multiple modes of input and output

Within the flexible instructional environment of PBL, teachers will frontload key vocabulary and concepts, and engage in multiple modes of instruction within the classroom, naturally allowing for multiple modes of input and output, providing students with real-world applications and built-in visuals to contextualize new learning.

## **Supporting Students with Disabilities**

### **A. Overview**

The Charter School shall comply with all applicable state and federal laws in serving SWD, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

Forest Ranch Charter is currently categorized as a public school of the District in accordance with Education Code Section 47641(b). In future years, the Charter School may become its own local educational agency (“LEA”) and may apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The language that follows describes the special education program at the Charter School as a public school of the District.

The Charter School 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.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all SWD.

### **B. Section 504 of the Rehabilitation Act**

The Charter School 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 the Charter School. A student who has a physical or mental impairment that substantially

limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the School Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, 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 IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives 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 the Charter School’s professional staff.

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

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

***C. Services for Students under the “IDEA” as a Public School of the District Pursuant to Education Code Section 47641(b)***

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall

utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), AMemorandum of Understanding (“MOU”) will be in place between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Sections 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of

responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

### Staffing

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

It is the Charter School's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### Notification and Coordination

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

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to

ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

### Identification and Referral

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

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

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

### Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District’s general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

### IEP Meetings

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

### IEP Development

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

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

### IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School shall be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students. In such matters, the petitioners shall notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

### Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and the

Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

#### Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

#### Non-discrimination

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

#### Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

#### Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file a due process complaint, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the

Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

#### SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

#### Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

#### *Retention of Special Education Funds by the District*

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan and shall be entitled to count Charter School students as its own for all such purposes.

#### *Retention of ADA Funds by the District for Non-Public Placements*

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such

student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

*Contribution to Encroachment*

The Charter School shall contribute its fair share to offset any special education encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs. At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

**Annual Goals and Actions in the State Priorities**

The Charter School has provided a reasonably comprehensive description of its annual goals and actions, schoolwide and for all subgroups, in the eight state priorities, in accordance with Education Code Section 47605(c)(5)(A)(ii), in Elements 2 and 3.

**ELEMENT 2: MEASURABLE PUPIL OUTCOMES; and  
ELEMENT 3: METHODS TO ASSESS PUPIL PROGRESS**

*Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

*And*

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

**Introduction**

The Charter School will meet all State 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. The Charter School will develop a Local Control and Accountability Plan (“LCAP”) which will be aligned to the state priorities.

The Charter School will track the achievement of its students by pursuing the following measurable objectives:

1. Increase overall student achievement in core academic areas.
2. Increase efficiency and effectiveness of campus-wide Positive Behavior and Intervention Support program to provide a safe, caring environment for all learners.

**Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities**

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established a reasonably comprehensive description of the Charter School’s

annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

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.

### **Local Control and Accountability Plan**

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

*Table 2/3.1: Eight State Priorities Table*

**CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES  
THAT ALIGN WITH THE EIGHT STATE PRIORITIES**

**STATE PRIORITY #1 – BASIC SERVICES**

*The degree to which teachers are appropriately assigned (Education Code Section 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (Education Code Section 60119), and school facilities are maintained in good repair (Education Code Section 17002(d))*

**SUBPRIORITY A – TEACHERS**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of teachers will be appropriately assigned according to credential and expertise.
<b>ACTIONS TO ACHIEVE GOAL</b>	Annual review of all credentials will be conducted.
<b>MEASURABLE OUTCOME</b>	100% of teachers will be appropriately credentialed and assigned.
<b>METHODS OF MEASUREMENT</b>	Initial and annual verification of core teacher credential as found in California State Reporting; Annual publication of School Accountability Report Card

**SUBPRIORITY B – INSTRUCTIONAL MATERIALS**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students will have equal access to standards-aligned instructional materials.
<b>ACTIONS TO ACHIEVE GOAL</b>	Core content curriculum will be standards-aligned and provided to all students.
<b>MEASURABLE OUTCOME</b>	100% of all students will have standards-aligned instructional materials in all core classes.

<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	100% of all Socioeconomically Disadvantaged students will have standards-aligned instructional materials in all core classes.
<b>METHODS OF MEASUREMENT</b>	Inventory of core curriculum materials Verification of state-approved and standards-aligned on the California Department of Education’s website.
<b>SUBPRIORITY C – FACILITIES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Charter School facilities will be well-kept and well-maintained.
<b>ACTIONS TO ACHIEVE GOAL</b>	Charter School facilities are maintained and repaired with janitorial services and immediate response for maintenance concerns.
<b>MEASURABLE OUTCOME</b>	Maintenance requests will be addressed within 24 hours of placement. Classrooms will be cleaned at least 3 days per week.
<b>METHODS OF MEASUREMENT</b>	Maintenance request logs Visual observation of classrooms Cleaning schedules Monthly Site Inspection Annual Facility Inspection Report
<b><u>STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS</u></b> <i>Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
<b>SUBPRIORITY A – STATE STANDARDS IMPLEMENTATION</b>	

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of students will be taught by appropriately credentialed teachers and with State Standards-aligned curriculum.
<b>ACTIONS TO ACHIEVE GOAL</b>	Curriculum will be reviewed to ensure State Standards alignment. Teacher credentials will be verified.
<b>MEASURABLE OUTCOME</b>	100% of students will have State Standards-aligned materials and will be taught by appropriately credentialed teachers.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	100% of all socioeconomically disadvantaged students will have State Standards-aligned materials and will be taught by appropriately credentialed teachers.
<b>METHODS OF MEASUREMENT</b>	Staff rosters Curriculum inventory Pacing Guides
<b>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	EL students will receive integrated ELD instruction to assist in language acquisition and access to academic content knowledge.
<b>ACTIONS TO ACHIEVE GOAL</b>	Students identified by Home Language Survey will be given the ELPAC within the first 30 days of school. EL students learn age-appropriate content knowledge that reflects the content learning in the mainstream. EL students will read authentic texts, not simplified or contrived text.

	<p>EL students will learn to use the language in context in addition to the mechanics, which can accelerate second language acquisition: essay writing, creative poetry, science experiments etc..</p> <p>EL students will learn technical and academic vocabulary. Classroom teachers will assign the core/essential concepts related to the specific content for the EL teacher to teach to the EL.</p>
<b>MEASURABLE OUTCOME</b>	<p>All EL students will receive integrated ELD instruction daily.</p> <p>80% of EL students will advance by at least one EL level annually.</p> <p>100% of students will return the Home Language Survey</p>
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED/EL STUDENTS</b>	<p>All EL students that are socioeconomically disadvantaged will receive integrated ELD instruction daily.</p> <p>80% of EL students will advance by at least one EL level annually.</p> <p>100% of students will return the Home Language Survey</p>
<b>METHODS OF MEASUREMENT</b>	<p>Lesson Plans</p> <p>Classroom Observation</p> <p>EL Level Roster</p> <p>Roster of returned Home Language Surveys</p>
<b>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<p>Support will be provided to all EL students to gain proficiency in the English language.</p>

<p><b>ACTIONS TO ACHIEVE GOAL</b></p>	<p>Students identified by Home Language Survey will be given the ELPAC with in the first 30 days of school.</p> <p>Instructional strategies such as Total Physical Response (“TPR”) and Specially Designed Academic Instruction in English (“SDAIE”) will be used during content area lessons daily.</p> <p>EL progress will be monitored.</p> <p>Professional development will be provided to teachers on ELD best practices.</p>
<p><b>MEASURABLE OUTCOME</b></p>	<p>100% of Language Arts teachers will be trained on ELD best practices.</p> <p>All identified students will be given the ELPAC with in the first 30 days of school.</p> <p>100% of teachers will use TPR and/or SDAIE during content area lessons daily.</p>
<p><b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b></p>	<p>100% of Language Arts teachers will be trained on ELD best practices.</p> <p>All identified students that are also socioeconomically disadvantaged will be given the ELPAC with in the first 30 days of school.</p> <p>100% of teachers will use TPR and/or SDAIE during content area lessons daily.</p>
<p><b>METHODS OF MEASUREMENT</b></p>	<p>Professional Development sign in sheets</p> <p>ELPAC testing roster/reports</p> <p>Teacher observation</p>

**STATE PRIORITY #3— PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT**

*Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.*

<b>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The Charter School will create an inclusive environment by including parents in activities and communication.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The Charter School will provide opportunities for regular meetings that will allow parents to be partners in their child’s education.</p> <p>The Charter School will provide parent workshops focusing on helping students achieve academic success.</p> <p>Parents will be encouraged to volunteer at the Charter School and/or attend school events and activities.</p> <p>The Charter School will seek input for the development of the LCAP through annual survey and meeting</p>
<b>ADDITIONAL UNIVERSAL ACTIONS TO SUPPORT SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	Universally we will provide meetings throughout the year in multiple locations to help parents who do not have transportation “up the hill”. We will also make childcare available when needed for parent attendance and work on having packets and one on one flexible meetings for parents who cannot attend regularly scheduled meetings.
<b>MEASURABLE OUTCOME</b>	At least 40% of parents will volunteer and/or attend scheduled meetings, school sponsored family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 50% of parent involvement is reached.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	At least 40% of parents of socioeconomically disadvantaged students will volunteer and/or attend scheduled meetings, school sponsored family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 50% of parent involvement is reached.

<b>METHODS OF MEASUREMENT</b>	<p>Parent workshop sign-in sheets</p> <p>Parent/Teacher Conference sign-in sheets</p> <p>Calendar</p> <p>Flyers for parent events</p>
<b>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of families will receive constant and consistent communication either digitally or in print.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The Charter School will provide constant and consistent communication with families through weekly classroom newsletters, monthly school wide newsletters, and emails. The Charter School will encourage volunteer opportunities and will post the information on the school website. The information will also be provided in print to those who need it.</p>
<b>MEASURABLE OUTCOME</b>	<p>100% of families will receive information regarding school activities weekly via email or on paper to families who don't have e-mail.</p> <p>100% of families at the Charter School will receive monthly newsletter via email or print when necessary.</p>
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	<p>100% of families who have socioeconomically disadvantaged students will receive information regarding school activities weekly via email or on paper to families who don't have e-mail.</p> <p>100% of families at The Charter School who have socioeconomically disadvantaged students will receive monthly newsletter via email or print when necessary.</p>

<b>METHODS OF MEASUREMENT</b>	Sent email report Log of parents needing printed materials Copy of monthly school newsletter Website Log
<b>SUBPRIORITY C – PROMOTING PARENT PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of unduplicated and students with exceptional needs families will be contacted each trimester by teacher or administration to discuss group and individual parent participation opportunities.
<b>ACTIONS TO ACHIEVE GOAL</b>	The Charter School Director will reach out to or delegate to teacher/social worker to reach out to and provide information individually to parent/guardians of unduplicated or students with exceptional needs surrounding school events, programs, parent education opportunities and other potential local supports
<b>MEASURABLE OUTCOME</b>	100% parents of unduplicated students and students with exceptional needs will be contacted at least once a trimester to provide varied information, training and support.
<b>METHODS OF MEASUREMENT</b>	Log of contact and date kept Log of attendance at events, programs, training and referral kept

**STATE PRIORITY #4 – STUDENT ACHIEVEMENT**

*Pupil achievement, as measured by all of the following, as applicable:*

- A. California Assessment of Student Performance and Progress statewide assessment*
- B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
- C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California*
- D. EL reclassification rate*
- E. Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- F. 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*

**SUBPRIORITY A – CAASPP**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The students will score at the Standard Met or Standard Exceeded levels at the same level as the District or higher (District - 2019-ELA 55.94%, Math 42.63%) on the California Assessment of Student Performance and Progress in the area of English Language Arts/Literacy and Mathematics. The anticipated significant subgroups are White students and SWD.
<b>ACTIONS TO ACHIEVE GOAL</b>	Classroom instruction will be conducive to student learning. Adequate learning environments will be provided to all students. Appropriate State Standards-aligned instructional materials will be provided to all students. Implement a tiered intervention program during Intervention Supports.

<p><b>MEASURABLE OUTCOME</b></p>	<p>There will be an increase of at least 1% of students scoring at the Standard Met or Standard Exceeded Levels on the SBAC ELA and Math (FRCS - 2019-ELA 65.47%, Math 50.60%) over the 2020 scores for all students. In 2020-2021, scores will increase by 1% over 2019-2020's scores, in 2021-2022 by 1% over 2020-2021's scores, in 2022-2023 by 1% over 2021-2022's scores, in 2023-2024 by 1% over 2022-2023's scores, in 2024-2025 by 1% over 2023-2024's which will result in a total of a 5% increase over 2019-2020 scores by 2024-2025 SBAC scores.</p>
<p><b>MEASURABLE OUTCOME</b></p> <p><b>SIGNIFICANT SUB GROUP – SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b></p>	<p>There will be an increase of at least 1% of students scoring at the Standard Met or Standard Exceeded Levels on the SBAC ELA and Math (FRCS - 2019-ELA64.70, Math 51.51) over the 2020 scores for students that are socioeconomically disadvantaged. In 2020-2021, scores will increase by 1% over 2019-2020's scores, in 2021-2022 by 1% over 2020-2021's scores, in 2022-2023 by 1% over 2021-2022's scores, in 2023-2024 by 1% over 2022-2023's scores, in 2024-2025 by 1% over 2023-2024's which will result in a total of a 5% increase over 2019-2020 scores by 2024-2025 SBAC scores.</p>
<p><b>METHODS OF MEASUREMENT</b></p>	<p>CAASPP reports</p>
<p><b>SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS (OR CTE) NOT APPLICABLE</b></p>	
<p><b>SUBPRIORITY C – EL PROFICIENCY RATES</b></p>	
<p><b>GOAL TO ACHIEVE SUBPRIORITY</b></p>	<p>EL students will advance at least one performance level per the ELPAC each academic year.</p>
<p><b>ACTIONS TO ACHIEVE GOAL</b></p>	<p>Utilize TPR and SDAIE in daily instruction ELD report cards will be given to parents with regular report card</p>

	Provide Professional Development on ELD instructional strategies.
<b>MEASURABLE OUTCOME</b>	At least 80% of EL students will advance at least one performance level per the ELPAC each year.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED/EL STUDENTS</b>	At least 80% of EL students that are also socioeconomically disadvantaged will advance at least one performance level per the ELPAC each year.
<b>METHODS OF MEASUREMENT</b>	Lesson Plans and Classroom Observation RFEP report EL roster Copies of ELD report cards to be put in students' cumulative files
<b>SUBPRIORITY D – EL RECLASSIFICATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	EL students will be reclassified to Fluent English Proficient after four years full-time enrollment at the Charter School.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL students will receive in-class ELD instructional support which includes small group instruction, usage of SDAIE and ELD instructional strategies and curriculum. Parents will be informed of student progress through ELPAC scores. ELD report card and assessment scores.
<b>MEASURABLE OUTCOME</b>	There will be an annual increase of 2% over baseline established in 2019-2020 in the number of ELs who are reclassified to Fluent English Proficient (“RFEP”)

	<p>The Charter School will exceed the District’s reclassification rate.</p> <p>80% of EL students will be reclassified to Fluent English Proficient after four years full-time enrollment at the Charter School.</p>
<b>METHODS OF MEASUREMENT</b>	<p>ELPAC scores</p> <p>Daily schedules</p> <p>Lesson observation</p>
<b>SUBPRIORITY E – AP EXAM ACCESS NOT APPLICABLE</b>	
<b>SUBPRIORITY F – COLLEGE PREPAREDNESS(EAP – NOT APPLICABLE)</b>	
<p><b><u>STATE PRIORITY #5 – STUDENT ENGAGEMENT</u></b></p> <p><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> <li>A. <i>School attendance</i></li> <li>B. <i>Chronic absenteeism</i></li> <li>C. <i>Middle school dropout rates (Education Code Section 52052.1(a)(3))</i></li> <li>D. <i>High school dropout rates</i></li> <li>E. <i>High school graduation rates</i></li> </ul>	
<b>SUBPRIORITY A – STUDENT ATTENDANCE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<p>The Charter School will increase to a 95.5% attendance rate (2019-ADA 94.9%)</p>
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The Charter School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled. Attendance updates to families reminding them of the importance of school attendance as the primary way of learning and success.</p>

	<p>The Charter School will recognize students with perfect or improved attendance.</p> <p>Conduct parent training on the importance of school attendance</p> <p>The Charter school will provide Student Success Plans and participate in available Attendance Boards to provide more support for families struggling with attendance.</p>
<b>MEASURABLE OUTCOME</b>	There will be an increase of at least 1% of students attending school in 2020-2021. In 2020-2021, attendance rate will increase by 1% over 2019-2020's attendance rate and continue until it reaches 95.5% at which point that attendance rate will be maintained.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	There will be an increase of at least 1% of students who are socioeconomically disadvantaged attending school in 2020-2021. In 2020-2021, attendance rate will increase by 1% over 2019-2020's attendance rate for socioeconomically disadvantaged students and continue until it reaches 95.5% at which point that attendance rate will be maintained.
<b>METHODS OF MEASUREMENT</b>	<p>Daily/monthly attendance reports</p> <p>P1/P2 reports</p> <p>Independent Study Learning Period Logs</p>
<b>SUBPRIORITY B – STUDENT ABSENTEEISM</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The Charter School will decrease the chronic student absenteeism rate to 11% (2019-18.44% all students; 28.8% socioeconomically disadvantaged students)
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Students with improved or perfect attendance will be recognized during monthly awards ceremonies.</p> <p>Parents of students with more than 5 unexcused absences per semester will meet with Charter School administration.</p> <p>Conduct parent training on importance of school attendance.</p>

<b>MEASURABLE OUTCOME</b>	11% or fewer students will be classified as chronically absent, meaning they miss 10% or more of the school days per year.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	20% or fewer of socioeconomically disadvantaged students will be classified as chronically absent, meaning they miss 10% or more of the school days per year.
<b>METHODS OF MEASUREMENT</b>	Attendance reports
<b>SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students will not drop out of middle school.
<b>ACTIONS TO ACHIEVE GOAL</b>	Academic support to at-promise students Social/emotional to support to at-promise students Parent meetings
<b>MEASURABLE OUTCOME</b>	0% of students will drop out of middle-school.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	0% of students who are socioeconomically disadvantaged will drop out of middle-school.
<b>METHODS OF MEASUREMENT</b>	Drop out report Enrollment report
<b>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES NOT APPLICABLE</b>	

**SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES NOT APPLICABLE**

**STATE PRIORITY #6— SCHOOL CLIMATE**

*School climate, as measured by all of the following, as applicable:*

- A. *Pupil suspension*
- B. *Pupil expulsion*
- C. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

**SUBPRIORITY A – PUPIL SUSPENSION RATES**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The Charter School will have a 3% or lower suspension rate (2019-3.57%).
<b>ACTIONS TO ACHIEVE GOAL</b>	The Charter School will implement a Positive Behavior Intervention Support program. The Charter School will incorporate alternatives to suspension, provide detailed PBIS training to faculty/staff annually as well as training in Mindfulness.
<b>MEASURABLE OUTCOME</b>	There will be a decrease of at least 1% of students suspended in 2019-2020 overall, until the rate falls below 3% at which point the suspension rate will be maintained under 3%.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	There will be a decrease of at least 1% of students who are socioeconomically disadvantaged suspended in 2019-2020, until the rate falls below 3% at which point the suspension rate will be maintained under 3%.
<b>METHODS OF MEASUREMENT</b>	Suspension reports Office referral reports Alternatives to Suspension evidence PD sign-in Sheets

<b>SUBPRIORITY B – PUPIL EXPULSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The Charter School will maintain at or near 0% expulsion rate.
<b>ACTIONS TO ACHIEVE GOAL</b>	The Charter School will implement a Positive Behavioral Intervention and Support program.
<b>MEASURABLE OUTCOME</b>	The Charter School will maintain at or near 0% expulsion rate.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	The Charter School will maintain at or near 0% expulsion rate for all socioeconomically disadvantaged students.
<b>METHODS OF MEASUREMENT</b>	Expulsion report Classroom/Teacher Observations Behavior Report PD sign-in sheets
<b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students, parents and teachers will feel a sense of community and connectedness.
<b>ACTIONS TO ACHIEVE GOAL</b>	Annual school surveys will be sent to parents, students, staff, and community members. Parents and community members will be encouraged to participate in programs focusing on the students and the Charter School.

<p><b>MEASURABLE OUTCOME</b></p>	<p>40% of families will complete and return Annual Surveys. Initial and ongoing parent and family satisfaction rates will be greater than that of the District.</p> <p>Completed and returned survey rates will increase by 3% in 2020-2021, and then each following year will see an additional 2% increase over the preceding year’s rate.</p> <p>Surveys are anonymous so at this point we can not break out the data for our significant sub group.</p>
<p><b>METHODS OF MEASUREMENT</b></p>	<p>Survey results</p> <p>Parent workshop sign-in sheets</p> <p>Community sign-in sheets</p> <p>Calendar</p> <p>Flyers for parent events</p>
<p><b><u>STATE PRIORITY #7— COURSE ACCESS</u></b></p> <p><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></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>	
<p><b>GOAL TO ACHIEVE SUBPRIORITY</b></p>	<p>100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets current levels of knowledge and skill.</p>
<p><b>ACTIONS TO ACHIEVE GOAL</b></p>	<p>All academic content areas will be available to all students, including student subgroups, at all grade levels.</p>
<p><b>MEASURABLE OUTCOME</b></p>	<p>100% of students will have access to a broad course of study.</p>

<p><b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b></p>	<p>100% of students who are socioeconomically disadvantaged will have access to a broad course of study.</p>
<p><b>METHODS OF MEASUREMENT</b></p>	<p>Course catalog Student schedules</p>
<p><b><u>STATE PRIORITY #8 – OTHER STUDENT OUTCOMES</u></b> <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>	
<p><b>SUBPRIORITY A – ENGLISH</b></p>	
<p><b>GOAL TO ACHIEVE SUBPRIORITY</b></p>	<p>The students will make progress toward meeting At or Above Grade level on the i-Ready assessments in the area of English Language Arts/Literacy. The anticipated significant subgroups are socioeconomically disadvantaged and white students.</p>
<p><b>ACTIONS TO ACHIEVE GOAL</b></p>	<p>The Charter School will utilize instructional strategies that include: small group work, reading intervention, speaking skills to present information, narrative and response to literature, collaboration with colleagues to support learning goals, and leveled reading groups for small group instruction.</p>
<p><b>MEASURABLE OUTCOME</b></p>	<p>There will be an increase of at least 1% of students scoring at the on or above grade levels on the mid-year i-Ready assessments over the 2019 scores overall (ELA – 42%). In 2020-2021, scores will increase by 1% over 2019-2020’s scores, in 2021-2022 by 1% over 2020-2021’s scores, in 2022-2023 by 1% over 2021-2022’s scores, in 2023-2024 by 1% over 2022-2023’s scores, in 2024-2025 by 1% over 2023-2024’s which will</p>

	result in a total of a 5% increase over 2019-2020 scores by 2024-2025.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	There will be an increase of at least 1% of socioeconomically disadvantaged students scoring at the on or above grade levels on the mid-year i-Ready assessments over the 2020 baseline scores. In 2020-2021, scores will increase by 1% mid-year over 2020's baseline scores, in 2021-2022 by 1% over 2020-2021's scores, in 2022-2023 by 1% over 2021-2022's scores, in 2023-2024 by 1% over 2022-2023's scores, in 2024-2025 by 1% over 2023-2024's which will result in a total of a 5% increase over 2019-2020 scores by 2024-2025.
<b>METHODS OF MEASUREMENT</b>	i-Ready scores Individual Growth of i-Ready scores
<b>SUBPRIORITY B – MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The students will make progress toward meeting At or Above Grade level on the i-Ready assessments in the area of Mathematics. The anticipated significant subgroups are socioeconomically disadvantaged and white students.
<b>ACTIONS TO ACHIEVE GOAL</b>	The Charter School will utilize instructional strategies that include small group work, math interventions, online tools and resources, peer-to-peer coaching, and collaboration with colleagues to support learning goals.
<b>MEASURABLE OUTCOME</b>	There will be an increase of at least 1% of students scoring At or Above Grade level on the i-Ready assessments over the 2019 scores (Math – 27%). In 2020-2021, scores will increase by 1% over 2019-2020's scores, in 2021-2022 by 1% over 2020-2021's scores, in 2022-2023 by 1% over 2021-2022's scores, in

	2023-2024 by 1% over 2022-2023's scores, in 2024-2025 by 1% over 2023-2024's which will result in a total of a 5% increase over 2019-2020 scores by 2024-2025.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	There will be an increase of at least 1% of students scoring At or Above Grade level on the i-Ready assessments over the 2020 baseline scores. In 2020-2021, scores will increase by 1% over 2020's baseline scores, in 2021-2022 by 1% over 2020-2021's scores, in 2022-2023 by 1% over 2021-2022's scores, in 2023-2024 by 1% over 2022-2023's scores, in 2024-2025 by 1% over 2023-2024's which will result in a total of a 5% increase over 2019-2020 scores by 2024-2025.
<b>METHODS OF MEASUREMENT</b>	i-Ready Scores Individual Growth of i-Ready scores
<b>SUBPRIORITY C – SOCIAL SCIENCES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all student subgroups, will demonstrate grade level skills and content knowledge of grade level appropriate social science.
<b>ACTIONS TO ACHIEVE GOAL</b>	Through an integrated approach, students will study the area of social sciences congruent with the History-Social Science Framework. Strategies included in an integrated approach are non-fiction and historical fiction texts; mini research projects and presentations, computer-based information (e.g. articles, videos); field trip experiences, debates, and hands-on projects. Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial

	thinking, historical interpretations, and research, evidence and point of view.
<b>MEASURABLE OUTCOME</b>	85% or more of students will pass social science courses.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	85% or more of socioeconomically disadvantaged students will pass social science courses.
<b>METHODS OF MEASUREMENT</b>	Rubrics Curriculum-Based Measurements Grades/Report cards
<b>SUBPRIORITY D – SCIENCE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All students, including all student subgroups, will demonstrate grade-level skills and content knowledge in life, earth and space, and physical science.
<b>ACTIONS TO ACHIEVE GOAL</b>	Through an integrated approach, students will study the area of science aligned with Next Generation Science Standards. Utilizing inquiry-based approach and experiential activities and projects, students will develop an understanding of science-disciplinary core ideas and practices. Strategies include hands on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.

<b>MEASURABLE OUTCOME</b>	85% or more of students will pass assigned science courses.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	85% or more of socioeconomically disadvantaged students will pass assigned science courses.
<b>METHODS OF MEASUREMENT</b>	Curriculum-Based Measurements Grades/report cards
<b>SUBPRIORITY E – VISUAL AND PERFORMING ARTS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students will recognize the importance of visual and performing arts in a variety of venues and medium at all grade levels. Students will be exposed to the visual and performing arts to develop appreciation.
<b>ACTIONS TO ACHIEVE GOAL</b>	Students will participate in a variety of activities that will expose them to visual and performing arts. Teachers will incorporate art activities in core classes to enrich learning. Students will attend or view professional performances in a variety of venues to develop an appreciation for the arts.
<b>MEASURABLE OUTCOME</b>	100% of students will actively participate in visual and performing arts activities.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	100% of socioeconomically disadvantaged students will actively participate in visual and performing arts activities.

<b>METHODS OF MEASUREMENT</b>	Student observation Report cards
<b>SUBPRIORITY F – PHYSICAL EDUCATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well-being through healthy physical, social and mental habits.
<b>ACTIONS TO ACHIEVE GOAL</b>	The Charter School will incorporate daily PE activities.
<b>MEASURABLE OUTCOME</b>	100% of FRCS students will participate in physical education.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	100% of socioeconomically disadvantaged students will participate in physical education
<b>METHODS OF MEASUREMENT</b>	Class schedules Student schedules
<b>SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The Charter School implements a comprehensive health curriculum for students in grades 1-6.
<b>ACTIONS TO ACHIEVE GOAL</b>	The Charter School will use the Health Education Content Standards to instill a positive self-image to the students with an internal motivation for fitness and a healthy lifestyle.

<b>MEASURABLE OUTCOME</b>	100% of students in grades 1- 6 will receive health instruction.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	100% of socioeconomically disadvantaged students in grades 1- 6 will receive health instruction.
<b>METHODS OF MEASUREMENT</b>	Class schedules Student schedules
<b>SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of 7/8 students will have foreign language enrichment
<b>ACTIONS TO ACHIEVE GOAL</b>	The Charter School will offer foreign language enrichment.
<b>MEASURABLE OUTCOME</b>	By the end of eight grade all eighth grade students will have taken foreign enrichment .
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	By the end of eight grade all eighth grade socioeconomically disadvantaged students will have taken foreign enrichment .
<b>METHODS OF MEASUREMENT</b>	Course rosters Graduation roster
<b>SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)</b>	

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students in grades 7 -8 will take courses that qualify as part of Applied Arts.
<b>ACTIONS TO ACHIEVE GOAL</b>	The Charter School will offer Applied Arts courses
<b>MEASURABLE OUTCOME</b>	Applied Arts courses will be offered to all students in grades 7-8.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	Applied Arts courses will be offered to all students in grades 7-8.
<b>METHODS OF MEASUREMENT</b>	Course catalog Student schedules
<b>SUBPRIORITY J – CTE (GRADES 7-12 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Students in grades 7-8 will take Career Exploration courses.
<b>ACTIONS TO ACHIEVE GOAL</b>	The Charter School will offer Career Exploration courses.
<b>MEASURABLE OUTCOME</b>	100% of students will actively participate in Career Exploration courses.
<b>MEASURABLE OUTCOME SOCIOECONOMICALLY DISADVANTAGED STUDENTS</b>	100% of all socioeconomically disadvantaged students will actively participate in Career Exploration courses.

<b>METHODS OF MEASUREMENT</b>	Course catalog Student schedules Report Cards
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**Method for Measuring Pupil Progress toward Outcomes: Formative Assessment**

The Charter School will incorporate a variety of assessments to measure student progress. Measurable outcomes and assessment tools provide key data about the efficacy of the program which, in turn, helps the administration and Board make key decisions about program development and modifications, while also monitoring individual, subgroup and schoolwide student achievement.

At the beginning of the school year, students will be assessed using tools and systems that identify current learning levels. Students will submit a writing sample that will assist in determining current writing levels.

Throughout the year, the students will take multiple assessments as identified in the Assessment Schedule.

*Table 2/3.2: Assessment Schedule*

<b>Assessment</b>	<b>Purpose</b>	<b>Grade</b>	<b>Timeline/ Frequency</b>	<b>Expectation</b>
ELPAC Initial Assessment	The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.	TK-8 as required	First 30 days of enrollment if not already identified	Students are identified as either scoring Initially Fluent or English Learner.

<p>ELPAC Summative Assessment</p>	<p>The ELPAC SA is used to measure how well ELs are progressing with English development in each of the four domains.</p>	<p>TK-8 Every year until Reclassified to Fluent English Proficient</p>	<p>Once a year</p>	<p>The results are used as one of four criteria to determine if the student is ready to be reclassified to fluent English proficient, to help inform proper educational placement, and to report progress for accountability.</p>
<p>CAASPP</p>	<p>State Standards-based assessment in ELA and Math</p>	<p>3-8</p>	<p>Spring/Once a year</p>	<p>The number of students scoring as having scored at the Standard Met or Standard Exceeded levels increases annually as per goals listed in the current year's LCAP.</p>

California Science Test ("CAST")	State Standards-based assessment in Science	5 and 8	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually over baseline when scores become available and will then be included in L-CAP annually.
California Alternate Assessment ("CAA")	State alternative assessment in ELA, Math, and Science for qualified students	3-8 for qualified students	Spring/Once a year	The number of students scoring as having met or exceeded established criteria increases annually as per goals listed in the LCAP when applicable.
Internally created test and performance tasks (presentations, papers, projects)	Measure State Standards mastery across all courses/subjects	TK-8	Daily/Weekly	Students show mastery and proficiency in content knowledge.

Curriculum Based Assessments	Assess mastery of unit/lesson content	TK-8	End of unit/end of semester/end of year	Students show mastery and proficiency in content knowledge.
Curriculum Based Benchmarks	Determine progress toward State Standards Mastery in grade level core curriculum	TK-8	Trimesterly	Students demonstrate progress toward State Standards mastery
i-Ready Assessments	Determine progress toward State Standard mastery grade level core curriculum	TK-2 3-8	Trimesterly Baseline and Midyear	Students demonstrate progress toward State Standards mastery
Physical Fitness Test ("PFT")	State assessment of Physical Fitness	5, 7	Spring/Once a year	Students demonstrate progress towards meeting healthy fitness zone.
Smarter Balanced Practice Test	Practice the SBAC to familiarize the students with the structure of the test	3-8	Once per year	Students will become familiar with the test format.

Smarter Balanced Interim Comprehensive Assessments ("ICAs")	Provide students with the same item types and formats of the SBAC including performance tasks Provide teachers with overall scale score and performance level of each student	3-8	As assigned	The number of students scoring at the Standard Met or Standard Exceeded levels on the SBAC will increase annually as per goals listed in the current year's LCAP.
Smarter Balanced Interim Assessment Blocks	Provide students an opportunity to show State Standard mastery on smaller targets for instruction	3-8	Trimesterly or additionally or assigned	The number of students scoring at the Standard Met or Standard Exceeded levels on the SBAC will increase annually as per goals listed in the current year's LCAP.

**Data Analysis and Reporting**

FRCS will use a proactive approach to data analysis. The Board of Directors and the Charter School leadership will establish strong goals for student achievement and the supports needed for Charter School teachers to analyze student data easily and continuously. The most common type of data will be internally created assessments and curriculum-based assessments. These data will allow teachers to receive summative data quickly so they can immediately adjust instruction to assure student mastery of State Standards. The use of i-Ready assessments will allow teachers to receive formative data

quickly so they can determine the strength of the lesson pacing and student mastery of State Standards.

After each round of i-Ready assessments, results will be compiled and analyzed by administration and teachers, looking for areas of growth and new or continuing areas of opportunity. Data will be disaggregated by subgroup to determine achievement gaps, if any. The Executive Director will perform an intensive analysis. Staff-wide professional development will take place after the collection of results to address the trends identified in the results analysis, and adjust instruction as necessary to meet the new and continuing needs of FRCS' students. Results will then be shared with students and parents and summary data will be provided to the Board, to discuss growth and review and adjust goals discussed previously. Reporting of student achievement data includes the annual Student Accountability Report Card ("SARC") and reflection and analysis performed as part of the annual LCAP goal setting process. Students' i-Ready results will also trigger another review of a student's current performance for either an intervention and/or enrichment.

### **Use of Data**

FRCS understands the power of data collection, analysis, reporting and use. The process will begin with the development of the LCAP which includes input from parents, students, teachers, staff and community, and is approved by the Board of Directors no later than June 30<sup>th</sup> for the following school year. In the LCAP are the Charter School goals and actions, as identified by the stakeholders and a review of data, to address the Eight State Priorities. The teachers will review formative and summative data individually and collaboratively to develop the strategies that have shown the most positive impact on student achievement. At the beginning of each school year, teachers and administration will meet to discuss data and goals for the school year to include: curriculum, assessments, interventions, enrichment, grading, SBAC and ELPAC data, LCAP and goal setting. This conversation will be noted in each teacher's Individual Training and Support Plan. At the end of each school year, teachers will review the progress of all students including significant subgroups, grade levels, core content areas and the Charter School as a whole, and will set goals for the following school year. The LCAP will be published on the Charter School's website.

The Executive Director will present results of assessments quarterly to the Board of Directors at regularly scheduled Board meetings so that the Board understands the students' progress toward meeting goals. The Executive Director will present the data to the Board school wide and disaggregated by grade level, significant subgroups and by core content areas. The Board meetings are open to the public. The Executive Director will also develop the Student Accountability Report Card for approval of the Board in January. In addition, FRCS will hold parent workshops presented by the Executive Director, teachers, paraprofessionals or other parents. The topics (subject to change) for the 2020-2021 school year may include:

- How to Understand my Student's Assessments (SBAC, ELPAC and i-Ready)
- How to Support my Student with Homework, Preparing for Assessments and Projects
- How to Protect my Child from Bullying, Social Media and Internet
- How to Raise a Socially and Emotionally Healthy Child
- Why is Attendance Important?
- What Role do Parents Play in School? LCAP Goals and Workshop
- How to Prepare my Student for the SBAC
- How Can I Help Improve my Student's Achievement Over the Summer?

FRCS will use a student information system (e.g. PowerSchool) which will include a comprehensive platform designed to support a range of assessments, store assessment results and communicate to parents about their student's progress. Reports can also be generated from the student information system to provide information to stakeholders, the CDE, the California School Dashboard, the California Basic Educational Data System ("CBEDS"), the California Longitudinal Pupil Achievement Data System ("CALPADS") and to respond to authorizer requests.

### **Grading System**

Students are assessed in relation to grade level State Standards by use of multiple assessment measures. These include, but are not limited to, portfolios, projects, in-class quizzes, in-class writing, textbook-generated exams, interim benchmark assessments, teacher observations, kid-friendly State Standards checklists, and teacher designed performance assessments. Additionally, computer-based assessments that provide

detailed information surrounding progress towards each of the State Standards are administered regularly.

### **Report Cards and Conferences**

Students and parents will receive trimester report cards that indicate student progress in classroom assignments, tests, and assessments relative to State Standards. A variety of conferences will be conducted throughout the school year and will include:

1. **Parent/Teacher Conferences:** These will be scheduled one time per year in person or teleconference. During these conferences, parents have the opportunity to share their expectations, ask questions and share any concerns they have about their child.
2. **Student/Teacher Conferences:** Teachers will regularly confer with their students individually during small group instruction to discuss progress toward goals and provide actionable feedback. The teacher will begin with sharing a positive statement about the student's academic strengths and share one specific strategy or information (actionable feedback) that the student can use to continue to grow and achieve.
3. **Other Conferences:** Regular communication with parents about student achievement is important at FRCS. Conferences may be arranged and initiated by the teacher, parent, or administration throughout the school year to ensure that the academic program is meeting the student's needs.

### **Promotion/Retention**

Retention is not considered an effective strategy to increase student achievement or to motivate students to learn. Generally, students shall be promoted to the following grade at the end of each school year. It is the Charter School's policy to abide by grade-level placement as determined by birth date. If a student is not meeting grade level State Standards, the Charter School believes that it is in the child's best interest to receive additional interventions.

Therefore, retention is only considered as a last resort after other avenues of remediation have been exhausted and the student is not making adequate progress. Students may be considered to not be making adequate progress for retention purposes if they are consistently within the bottom 1% of student performance for their class, if they have struggled with attempted interventions, or no other reasonable explanation can be found for the student's lack of progress (e.g. previously undiagnosed learning disability, chronic

absences/truancy). Any student being considered for retention, must have participated in the SBIT process, and it will be the recommendation of the SBIT to retain, taking into consideration that another year in the same grade will provide the needed intervention for the student. In the event a student is retained, all documentation will be included in the student's cumulative folder. If the student transfers or moves to another school, the retention paperwork will accompany the student in the cumulative folder. Regardless of reasons for retention, a student cannot be retained without the consent of the parent or guardian.

### **Promotion Ceremonies**

FRCS will recognize "Rites of Passage" ceremonies. These will be similar to a traditional "promotion ceremony." At the end of Kindergarten, students will participate in a "Kindergarten Celebration." At the end of elementary school, students will participate in a "Fifth Grade Promotion." At the end of middle school, students will participate in an "Eighth Grade Promotion."

#### **ELEMENT 4: GOVERNANCE STRUCTURE**

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

#### **Non-Profit Public Benefit Corporation**

FRCS is a directly funded independent charter school and is operated by Forest Ranch Charter School, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

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

Attached, as Appendices D, E and F, please find the Forest Ranch Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code.

#### **Board of Directors**

FRCS will be governed by the Forest Ranch Charter School Board of Directors in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than seven (7) and no more than eleven (11) directors. All directors shall be designated by the existing Board of Directors. All directors shall have full voting rights, including any representative appointed by the District pursuant to Education Code Section 47604(c). If the District appoints a representative to serve on the Board of Directors, the Board may appoint an additional director to ensure an odd number of directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors. The faculty will elect one teacher to attend Board meetings and serve as an Advisor/Liaison to the Board. The teacher is not a Board member and does not have any voting rights. The Board of Directors consists of:

- Four to Five (4 - 5) 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 to Four (3 - 4) community members, nominated by the members of the Forest Ranch Community Association and appointed by the Board;
- One to Two (1-2) educational professional(s) from Butte County and appointed by the Board.

Each director shall hold office unless otherwise removed from office in accordance with the Bylaws for three (3) years and until a successor director has been nominated and appointed. A director may serve no more than nine (9) consecutive years.

The current Board of Directors is as follows:

*Table 4.1: Board of Directors*

<b>Director</b>	<b>Position</b>	<b>Term Expires</b>
Jody Cornilsen (Parent)	Chairperson	June 2021
Janina Carter (Parent)	Vice Chairperson	June 2022
Leslie Wright (Parent)	Treasurer	June 2021
Heather Hastain (Parent)	Secretary	June 2020
Monika Niemczynowicz (Parent)	Member, PTP Liaison	June 2022

Krystle Stetson (Community)	Member	June 2022
Sam Daugherty (Community)	Member	June 2021
Robert Chaplin (Educational Professional)	Member, FRCA Liaison	June 2021

The Board members’ names, relevant qualifications, and skillsets are described in the Introduction of this petition under the description of Board Members.

FRCS shall actively seek board members who have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. FRCS strongly encourages parent participation in serving on the board. The Executive Director shall not serve on the Board and shall not vote in Board elections.

**Board Meetings and Duties**

The Board of Directors will meet regularly and in accordance with the Brown Act and Education Code 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director of the Charter School;
- Ratify the employment contracts of all teachers of the Charter School after consideration of a recommendation by the Executive Director;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws

and the receipt of grants and donations consistent with the mission of the Charter School;

- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

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

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

## **Governance Procedures and Operations**

Board meetings are scheduled monthly during the school year and more often as needed. Meetings are held in a classroom at FRCS to allow for participation of families. All Board meetings comply with Brown Act and Education Code Section 47604.1(c) requirements and are open to parents, staff, and community stakeholders.

At an annual meeting, the Board sets the calendar for upcoming meetings for the year. The schedule is then submitted to the District and posted on the Charter School's website. Agendas for regular meetings are published in advance and posted outside of the Charter school on the front gate and on a prominent, direct link on the website homepage for public viewing at least 72 hours in advance of the scheduled meeting. Agendas for special meetings are posted outside of the Charter School on the front gate and on a prominent, direct link on the website homepage for public viewing at least 24 hours in advance of the scheduled meeting.

All agendas will contain a brief general description of each item of business to be transacted or discussed at the meeting.

An annual in-service training is held for Board of Directors to review the requirements and responsibilities of the Board with topics to include Conflict of Interest/Form 700 and the Brown Act.

The Board of Directors meetings will be headed by the Chairperson of the Board, who will be elected by the Board in accordance with the corporate Bylaws. Directors may abstain from any vote and must abstain on the passage of minutes for a meeting for which they were absent.

A majority of the Directors in office constitutes a quorum of the Board for the transaction of business, except as may be otherwise provided in the Bylaws. A meeting at which a quorum is initially present may meet as a committee or adjourn to a future date upon the withdrawal of any Directors that would create less than a quorum. Except as otherwise provided in the Articles of Incorporation, in the Bylaws, or by law, every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, Government Code Section 1090 *et seq.*, as set forth in Education Code Section 47604.1, and the Political Reform Act, including, without limitation, those provisions relating to (a) approval of contracts or

transactions in which a Director has direct or indirect material financial interest, (b) approval of certain transactions between corporations having common Directorships,(c) creation of and appointments to committees of the Board, and (d) indemnification of Directors, except as may be otherwise provided under the Political Reform Act, if applicable.

In accordance with the Brown Act, Directors may participate in meetings via teleconference, so long as a minimum of a quorum of board members participates from within the jurisdictional boundaries of Butte County, all votes are taken by roll call, and all other requirements for teleconference are met as detailed in the Brown Act.

A book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board are kept at the Charter School office. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized as per the Bylaws; the notice given; and the names of persons present. Once the Board approves the minutes they are posted on the website.

Forest Ranch Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules. As noted above, the Conflict of Interest Code is attached within Appendix D. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

### **Executive Director**

The Executive Director will be the leader of FRCS. The Executive Director will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director must report directly to the FRCS Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Executive Director 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 the Charter School enacts its mission;
- Supervise, evaluate and hire and dismiss teachers and staff;

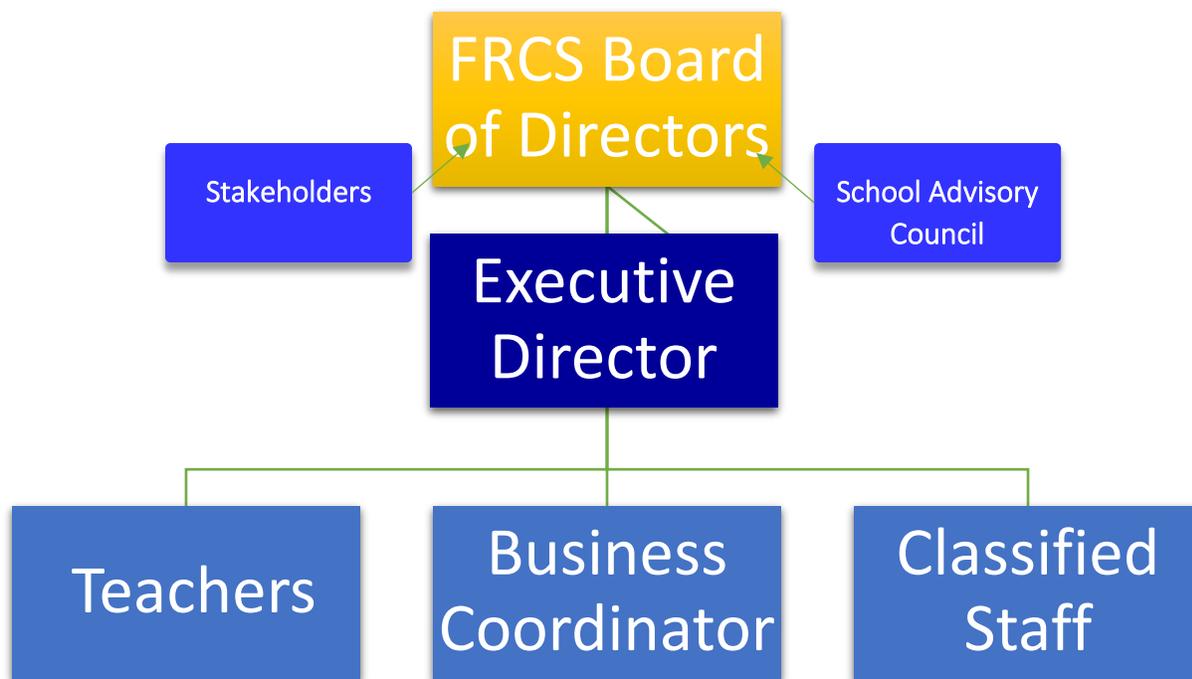
- Communicate and report to the Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, 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 Board of Directors and/or the District;
- Identify the staffing needs of the Charter School 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;
- Secure qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote the Charter School 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, progress, etc.;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the SARC, and the LCAP;

- Present the independent fiscal audit to the Board of Directors and, after approval by the Board of Directors, submit the audit to the District Board of Education, 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;
- Participate in IEP meetings as necessary.

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

### Organizational Chart

Chart 4.1: Organizational Chart



### School Advisory Council

**If applicable because we are applying for Federal Title Funds.**

The School Advisory Council meetings will be held at least four times annually. The School Advisory Council meetings shall be in accordance with the Brown Act and Education Code Section 47604.1(c). The School Advisory Council is composed of ten (10)

members representing parents, school staff and others. The School Advisory Council at FRCS will be the vehicle through which the school community comes together to chart the Charter School's plan for improvement. The goal of the School Advisory Council is to ensure that the Charter School is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in that program.

The main responsibilities of the School Advisory Council are as follows:

- Annually develop the L-CAP
- Review and revise School Safety Plans
- 
- Advise the Board on the parent involvement policy
- Review the Charter School parent compact (Title I)
- May advise the Charter School in the development of the Local Control and Accountability Plan

### **English Learner Advisory Committee**

The decision to have an English Learner Advisory Committee ("ELAC") will be determined by Board of Directors.

If convened, the ELAC will meet four times per year. The ELAC meetings shall be in accordance with the Brown Act and Education Code Section 47604.1(c). The ELAC is composed of a Teacher or Program Lead and parents of ELs. Leadership positions in ELAC will be determined by group consensus and not by election. Translation will be provided by parents and staff. The purpose of ELAC is to provide parents of ELs the opportunity to:

- Participate in the Charter School's needs assessment on any issue, not limited to those pertaining to English Learners
- Advise the team leads and Charter School staff on the Charter School's program and services for English Learners
- Provide input on the most effective ways to ensure regular Charter School attendance
- Advise the Charter School on the annual language census
- May advise the School Advisory Council on the development of the Local Control and Accountability Plan

### **FRCS Advisory Committee**

Parents, students, teachers and staff will participate and collaborate with FRCS through direct partnerships and meetings as well as through the FRCS Advisory Committee. The purpose of the Advisory Committee is to bring parents, students and staff together to accomplish goals that will enhance the Charter School for the benefit of the children's needs and to build on relationships. The Advisory Committee will serve on a volunteer basis, to encourage and coordinate parent involvement in school activities, fundraising, and advising of the Board of Directors on any and all matters related to the strengthening of the Charter School community. Parent participation will play a vital role in the effectiveness of the program.

### **Parental Involvement in Governance**

Parents are a vital and important resource to the Charter School. In addition to parent participants on the Board of Directors and the parent participation in the School Advisory Council, parents will be strongly encouraged to contribute by participating and volunteering. Parent 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 Charter School, promoting the Charter School in the larger community, and fundraising. PTP membership includes all interested parents and teachers.

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

FRCS 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. The Charter School maintains an on-going list of extensive participation opportunities for parents, conducts twice-yearly parent orientation meetings, and offers extra-curricular activities for both student and parent/family participation. FRCS is sensitive to the busy schedules of parents. FRCS 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 activities due to the failure of his or her parent or legal guardian to fulfill the encouraged hours of annual participation. The Charter School shall notify the parents and guardians of applicant pupils and currently enrolled pupils in the Parent and Student Handbook that parental involvement is not a requirement for acceptance to, or continued enrollment at the Charter School.

### **Ongoing School-Home Links**

In accordance with the FRCS ideals, we recognize that strong relationships between Charter School and home depend on mutual respect, trust, and communication. The best way to build such relationships is by fostering dialogue to assure that parents understand and support the fundamental mission and vision of FRCS, and to help Charter School staff understand the needs, wishes, values, and culture of parents and students. Every staff member will serve as facilitators of this process. School-home bridge-building activities may include:

- Orientation for new families to clarify the mission and vision of FRCS, the educational approach and expectations for parent participation, and a description of volunteer opportunities;
- Parent meetings to solicit input on major Charter School decisions and feedback on ongoing operations;
- Invitation of parents to committee meetings and Charter School functions;
- Training in how the FRCS's assessment process works, including parents' roles in it;
- Inclusion of parents in instruction, as appropriate;
- Regular communication between parents and teachers;
- Workshops to help parents support their children's education; and
- Charter School celebrations.

### **Teacher Involvement in Governance**

FRCS views teachers as the experts in curriculum and instruction. As the primary executors of the FRCS's educational program, they are the day-to-day stewards of the FRCS's mission and vision. It is for this reason that one teacher is nominated by the faculty to serve as an Advisor/Liaison to the Board. The Advisor/Liaison to the Board can provide insight to matters related to curriculum, instruction, student achievement,

and family-centered philosophy to inform Charter School decision-making. Teachers will confer among themselves, with administration and with the Board to discuss concerns, student progress, student needs, professional development plans, long-range Charter School plans, and other governance issues.

### **Student Involvement in Governance**

Students' voices are respected in Charter School decisions, and their expertise about their needs and interests is acknowledged and valued. Student opinion regarding the effectiveness of instructional styles in meeting their learning needs is integral to curricular design. FRCS shall maintain a Student Council that will have the opportunity to share with the Board about these matters. FRCS has a duty to be responsive to all students' needs and interests, so long as they are consistent with the FRCS's mission and vision.

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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

### **Equal Employment Opportunity**

FRCS acknowledges and agrees that all persons are entitled to equal employment opportunity. FRCS shall not discriminate on the basis of the characteristic listed in Education Code Section 220, or any class protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **ESEA/ESSA and Credentialing Requirements**

FRCS shall adhere to all requirements of ESSA that are applicable to teachers and paraprofessional employees. FRCS shall ensure that all teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. Teachers employed by a charter school during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. FRCS shall maintain current copies of all teacher credentials and make them readily available for inspection. Upon the hiring of any teacher, if required by the District, the Charter School shall provide a documentation of that teacher's credentials to the District.

### **Employee Qualifications**

The staffing needs for FRCS are identified by the Board and will be consistent with the Charter School budget. Before any employee can begin service at FRCS they must provide evidence of fingerprinting/background screening and a tuberculosis ("TB") risk assessment. These documents must be checked and verified by administrative staff. The Charter School will maintain a current copy of all employee records, which will be available for audit, along with a record of their teaching credentials, fingerprinting/background screening, professional development hours, and a current TB risk assessment. All Human Resource/employee documents will be maintained and kept with accordance of the law.

Within the provisions of applicable law, FRCS reserves the right to recruit, interview and hire anyone at any time who has the best qualifications to fill any of its position vacancies so long as the credentialing requirements are met. Additionally, FRCS will ensure the Charter School is a school of choice and no employee will be required to work at the Charter School. FRCS will comply with all state and federal laws concerning the maintenance and disclosure of employee records. Below is a description of the qualifications of the key employee positions proposed at the Charter School.

**Employee Positions and Classifications**

The following table is a list of all Charter School employee positions, including administrators, certificated staff, and classified staff.

*Table 5.1: Employee Positions and Classifications*

<b>Title</b>	<b>Classification</b>
Executive Director	Administration
Business Coordinator	Administration
Teacher	Certificated
Transitional Kindergarten Teacher	Certificated
Office Manager	Non-Certificated
Intervention Aide - SPED	Non-Certificated
Instructional Aide/Yard Duty	Non-Certificated

Custodian	Non-Certificated
Food Services Clerk	Non-Certificated

**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 (e.g. 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.

**Business Coordinator**

The Business Coordinator will work closely with the Executive Director to manage compliance, business and fiscal responsibilities, particularly in the areas of attendance accounting, accounts payable and receivable, administering CALPADS, assisting with human resource operations, to include new employee documentation and employee compliance, and payroll processing.

The criteria for the Business Coordinator is a B.A. or B.S. degree in a related field preferred, but related experience may be used as an alternative. Applicant must be reliable, timely, and exhibit strong analytical skills and attention to detail.

**Teacher Qualifications**

FRCS teachers will meet all California credentialing requirements as they apply to Charter Schools pursuant to Education Code Section 47605(l). Teachers employed by a charter school during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. All requirements for

employment set forth in applicable provisions of law will be met, including but not limited to credentials as necessary.

Teachers are responsible for overseeing the students' academic progress and for issuing credits and grades, facilitating, reporting and making matriculation decisions. FRCS teachers are expected to tailor their instruction to their students' needs and take great pride in the individual learning styles of their students.

Qualifications:

- Bachelor's Degree required; Master's Degree preferred
- Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment
- Communicating clearly and effectively with key stakeholders
- Commitment to FRCS' Vision and Mission

#### **Transitional Kindergarten Teacher Qualifications:**

In accordance with Education Code Section 48000(g), FRCS shall ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2020, one of the following:

- (1) At least 24 units in early childhood education, or childhood development, or both.
- (2) As determined by the Charter School, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- (3) A child development teacher permit issued by the Commission on Teacher Credentialing.

#### **Non-Certificated Staff Qualifications**

Non-Certificated Staff will support the Charter School and will meet all applicable legal requirements for their respective positions.

Office Staff Qualifications:

- Articulate communication skills in both oral and written language
- Possess an excellent record of dependability

- Demonstrate evidence of skills such as word processing, record keeping and other office skills as required for the specific position
- Computer skills to report data, track information and keep confidential records
- Communicating clearly and effectively with key stakeholders
- Commitment to FRCS' Vision and Mission

Other Non-Certificated Staff Qualifications:

- Strong communications skills
- Trained in and willing to continue learning about how to manage student behavior, food safety, cleaning or implement instructional strategies, as appropriate for the position
- Communicating clearly and effectively with key stakeholders

Commitment to FRCS' Vision and Mission

**Office Manager**

The Office Manager supports the FRCS community and provides direct assistance to the Executive Director to include making appointments, managing schedules and using strong interpersonal skills to facilitate communication between the Charter School and families. The Office Manager will provide basic first aid to students, create and maintain accurate daily, monthly and annual attendance reporting, perform clerical tasks and be able to multi-task cheerfully and effectively in a busy school environment.

Qualifications:

- Associate or Bachelor's Degree in a Business-related discipline preferred
- Must pass an FBI-level background check and be CPR/First Aid certified
- Adept in computer systems, web-based data programs, and Microsoft Office systems such as Word, Excel and Outlook
- Must be able to maintain strict confidentiality with sensitive, personal information

**Intervention Aide Qualifications**

Intervention Aides must have a High School Diploma and shall meet all applicable requirements of the ESSA. Intervention 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, Intervention 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, Intervention Aides will train and assist students in behavior management; provide instruction regarding appropriate interpersonal actions; act as role model; and assist in maintaining records and charts on individual students including attendance records, test scores and progress of student learning. All Intervention Aides will be under the supervision of credentialed teachers.

### **Instructional Aides/Yard Supervisors**

Instructional Aides and Yard Supervisors must have a High School Diploma and shall meet all applicable requirements of the ESSA. Instructional Aides and Yard Supervisors must be able to take direction from administrators, managers and credentialed teachers. They will support the instruction in the classroom and ensure the safety of the students on campus, reporting concerns to their supervisor.

### **Custodian Qualifications**

Custodial staff shall be experienced 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.

## **ELEMENT 6: HEALTH AND SAFETY PROCEDURES**

***Governing Law:** The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

In order to provide safety for all students and staff, the Charter School has adopted and implemented, and maintains full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures are incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The Executive Director serves as FRCS' Custodian of Records per the California Department of Justice requirements.

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

### **Procedures for Background Checks**

Employees and contractors of the Charter School 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. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of the Charter School shall monitor compliance with this policy and report to the FRCS Board of Directors on a regular basis. The Board

Chairperson 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 employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### **Family Educational Rights and Privacy Act**

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act ("FERPA") and Education Code Section 49060 *et seq.* at all times.

### **Immigration Policy**

The Charter School will comply with the requirements of AB 699 of 2017 by adopting policies consistent with the guidance and applicable model policies issued by the California Attorney General.

### **Safe Place to Learn Act**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 *et seq.*

### **Tuberculosis Risk Assessment and Examination**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

### **Immunizations**

All enrolled students who receive classroom-based instruction will be 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 will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

### **Diabetes**

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

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

### **Vision, Hearing, and Scoliosis**

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

### **Feminine Hygiene Products**

FRCS will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

### **Prevention of Human Trafficking**

FRCS shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6-8 of human trafficking prevention resources.

### **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

### **Access to Mental Health Services**

The Charter School will comply with the requirements of Education Code Section 49428. At least twice every school year, the Charter School will notify parents and students about how to access mental health services on campus or in the community.

### **Preventing Bullying**

The Charter School will not tolerate behavior that infringes on the safety of any student. Therefore, in accordance with Education Code Section 234.4, the Charter School will adopt procedures for preventing acts of bullying and cyberbullying. In addition, as required by Education Code Section 32283.5(a), the Charter School will annually make available the California Department of Education’s online training module to assist all Charter School staff, administrators, parents, students, and community members in increasing their knowledge of the dynamics of bullying and cyberbullying.

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

### **Nutritionally Adequate Free or Reduced Price Meal**

FRCS shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

### **Bloodborne Pathogens**

FRCS shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus 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-, Alcohol-, and Smoke-Free Environment**

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

### **School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the follow pursuant to Education Code Section 32282(a)(2):

- child abuse reporting procedures;
- routine and emergency disaster procedures;
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations;
- procedures to notify teachers of dangerous students pursuant to Section 49079;
- a discrimination and harassment policy consistent with Code Section 200;
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable;
- procedures for safe ingress and egress of pupils, parents, and employees to and from school;
- a safe and orderly environment conducive to learning;
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6.
- and procedures for conducting tactical responses to criminal incidents.

### **Emergency Preparedness**

FRCS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was

previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

### **Facility Safety**

FRCS shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the

school year, or at the time that there is a new employee hired The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

## ELEMENT 7: STUDENT POPULATION BALANCE

*Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).*

FRCS implements a recruitment process to achieve balance among its students that reflects the general population residing in the geographic boundaries of the District. The Charter School will monitor this balance each year and will take necessary recruitment steps to achieve this goal.

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

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.
- The development of a website for interested parents and community members to visit and learn more about the Charter School. The Charter School will also host a Facebook Page to communicate about the Charter School.
- The establishment of partnerships with community organizations and businesses to support the Charter School and community.

- The Charter School will establish a presence in the community to engage the community in the success of the Charter School.

## **ELEMENT 8: ADMISSION POLICIES AND PROCEDURES**

***Governing Law:** Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).*

FRCS is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

FRCS shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or that pupil's parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

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

FRCS shall require students who wish to attend the Charter School 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
6. Release of records<sup>1</sup>

### **Public Random Drawing**

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

1. Siblings of students admitted to or attending the Charter School
2. Children of Charter School teachers and staff
3. Students who reside in the former attendance area of Forest Ranch Elementary
4. Residents of the District
5. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

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<sup>1</sup>The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

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

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

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

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

### **Planned Application, Public Random Drawing, and Admission Schedule**

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the Board as necessary.

*Table 8.1: Planned Application, Public Random Drawing, and Admission Schedule*

<b>January – March</b>	Application forms available at the Charter School administrative office and online at the Charter School’s website.
<b>First week of March</b>	All application forms due to the Charter School.
<b>Last week of March</b>	Public random drawing conducted (if necessary).
<b>Last week of April</b>	Admission notification and enrollment packets distributed to parent and children who have been drawn in the public random drawing.
<b>Approximately 2 Weeks Later</b>	Completed enrollment packets due back to the Charter School, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.

### **Student Withdrawal**

If a parent wishes to withdraw or transfer a student from FRCS, it is his/her responsibility to notify the Charter School in writing. In some cases, the Executive Director or designee may want to meet with the student’s parents as well.

### **Student Returns**

In a situation that a student leaves FRCS and later chooses to return, the student must complete an application and return it to the main office. When the application is submitted, the student will be informed if there is space available or if he/she will be placed on the waiting list, pursuant to the enrollment policy.

Students who have been previously expelled must successfully complete the terms outlined in their rehabilitation plans prior to being eligible to return to the Charter School.

## **ELEMENT 9: ANNUAL, INDEPENDENT FINANCIAL AUDIT**

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

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

## ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

*Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).*

### **School Climate and Positive Behavior Intervention and Support**

FRCS has adopted a Multi-Tiered System of Support Framework because it further develops what the FRCS community already values. The Charter School believes that a system with multiple ways to support students/families and staff at various levels and with varied learning styles and needs will be the most successful and responsive to all.

### **Positive Behavioral Interventions and Support and Social Emotional Learning**

An important part of FRCS' schoolwide MTSS is our PBIS program that is implemented across campus. PBIS 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.

One goal at Forest Ranch Charter School is to work together with families to help students become self-directed, lifelong learners who are compassionate and ethical decision makers. We believe an effective behavior support program should be focused on teaching skills needed, establishing clear procedures and developing strong relationships. Therefore, the primary focus of the schoolwide PBIS program is training our faculty, staff, and volunteers to model and guide our students towards healthy, respectful, and self-directed choices.

Learning about life skills (patience, perseverance, caring, etc.), good citizenship, effective communication strategies and a healthy lifestyle are integral parts of the program. Therefore, FRCS strives to provide students with the big picture behind their choices and behaviors. When appropriate and clearly articulated goals are in place, FRCS believes all children will be motivated and excited to learn. FRCS also believes that high expectations and accountability for one's own actions are necessary parts of learning. FRCS utilizes Second Step and a combination of Mind Yeti/Town Halls and other social emotional learning programs to assist teachers in facilitating positive growth in the student community.

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 expectation

that everyone on campus collaboratively works at improving use of the lifelong guidelines and life skills. Emphasis is placed on teaching desired skills and nurturing of personal satisfaction surrounding positive social interactions and a 'job well done'.

Whenever possible, natural and/or logical consequences are applied for problematic 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 to allow for others when working collaboratively.

### **School Rules**

Forest Ranch Charter has four basic school rules; Be Safe, Be Kind, Tell the Truth, and Take Responsibility for your own Actions. Most students know what these words mean, and teachers will clarify the rules if they do not. Teachers will also have the responsibility of developing routines and procedures, both in their classrooms and on school grounds, which will encourage students to follow the basic school rules.

The PBIS Plan has three primary components: Prevention, Continuum of Procedures for Discouraging Problematic Behavior, and Behavior Support Plans.

### **Prevention**

- School Wide Environment

FRCS strives to create an environment that helps to support appropriate behavioral choices by having clear and consistent procedures. Faculty, staff, and volunteers model and emphasize appropriate behavior and practice in developing communication skills through Town Hall meetings and collaborative learning clubs. In addition, teachers use Wise Skills, Second Step, and various other programs to instruct students in anger management techniques, conflict resolution, perspective taking, and development of the life skills.

- Family Education and Support

Our school emphasizes a family-centered model of operation in which families are viewed as partners in educating their child. Support and education are provided to families through both formal (e.g. parent education night, outside referrals) and

informal (e.g. teacher, director conversation, parent groups) channels.

FRCS recognizes that its PBIS program will be more effective if everyone in the community is on board so we provide ongoing training to all personnel and to families upon request. FRCS also works hard to develop clear and consistent procedures and guidelines for implementing the PBIS program. FRCS trains everyone who works on campus to follow the FRCS Behavioral Support Strategies.

### **Continuum of Procedures for Discouraging Problematic Behavior**

While FRCS works hard to head off problematic behavior through prevention and teaching, there are times when consequences are necessary to protect the student and those around him/her. Whenever possible, FRCS uses positive strategies and then logical or natural consequences. Each child, and situation, is unique, therefore, FRCS implements and trains staff to utilize a range of consequences appropriate to individual situations (Intervention Continuum with levels; See Student Handbook for complete Continuum).

### **Behavior Support Plans**

A Behavior Support Plan is a plan put together, as a team, by the Executive Director, a teacher and a student's family to lay out a course of action for teaching a new behavior or remediating an inappropriate behavior(s). When appropriate the student is also involved in the planning. This plan can be for serious or recurrent behavioral issues. The plan can be developed at the family or teacher's request. A behavior contract between the student and the Charter School or parent may be a part of this process. This plan may be a part of an SBIT where a formal team is considering professional evaluation of a learning disability and/or setting up a course of action to manage student behavioral issues).

### **Policy**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and

expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The FRCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when

imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

### **In-School Suspension**

In-School Suspensions are given as an alternative to an out of school suspensions. Full day in-school suspensions are limited to no more than 2 consecutive days and no more than 5 days total in an academic year for general education students. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day or suspension period.

In order to adequately provide safety for students, staff and visitors to the Charter School and to serve the best interests of the students, the Charter School will not allow in-school suspension for:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Made terrorist threats against school officials and/or school property.

In the case of the following infraction, a student will only receive an in-school suspension if the Executive Director determines that a student does not pose a continued concern of safety for students, staff and visitors to the Charter School:

- Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students

Students do not receive an in-school or an out-of-school suspension for disruption of school activities or otherwise willfully defying valid authority at FRCS.

The student serving an in-school suspension will work at a desk in the Charter School office under the supervision of the Executive Director to ensure the safety of other students, staff and visitors. If the student has questions about the assignments, the Executive Director or other certificated personnel will provide support. If students with disabilities are serving an in-school suspension, they will be provided with all services and supports they would normally receive throughout the day by qualified credentialed personnel as per their Individualized Education Program.

Parents are notified of an in-school suspension in the same manner as an out-of-school suspension following the Suspension Procedures listed in Section C of this Element. FRCS believes that by working with students during in-school suspension, the Charter School provides students an opportunity to continue learning instead of being sent home. The students are still separated from their peers, but they have the opportunity to have an education while receiving guidance from the Executive Director to understand how their behavior has consequences and how to improve their behavior and choices.

## **Procedures**

### **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, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of 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) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this 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.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) 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.
- r) 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.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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 or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A 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)(a)-(b).
  - v) 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 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 student had obtained written permission to possess the item from a certificated school employee, with the Administrator or designee's concurrence.
  - b) Brandishing a knife at another person.
  - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
  - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.

- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of 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) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this 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.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) 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.
- r) 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.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or

harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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 or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil

would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A 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 (3)(a)-(b).

- v) 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 Administrator 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 student had obtained written permission to possess the item from a certificated school employee, with the Administrator or designee's concurrence.
  - b) Brandishing a knife at another person.
  - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
  - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm 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. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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. Investigation**

The Executive Director or designee will thoroughly investigate the incident to include interviewing the victim, the witnesses and the alleged student while providing due process to the student. The student will be given the opportunity to respond to any allegations prior to the issuance of a suspension. The Executive Director or designee will determine whether or not the behavior merits suspension. In order to investigate an incident, or where there is reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others, a student's attire, personal property, or school property, including books, desks, and school lockers, may be searched by the Executive Director or designee. Illegally possessed items shall be confiscated and turned over to the police.

#### **2. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or his/her designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

### 3. Notice to Parents/Guardians

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

### 4. Access to Education During the Term of Suspension

All students will continue to have access to education during the term of a suspension. Teachers will prepare class assignments or alternative assignments that the students can complete at home while serving the suspension. Parents and/or students may email the teachers for clarity, ask questions, or receive feedback. Any quizzes, tests or projects that occur during the term of a suspension, the students will need to make-up or turn in within 2 school days of the date of return.

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 8, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

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

#### 5. 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 Administrator or his/her designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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**

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

A student may be expelled either by the neutral and impartial Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have

committed an expellable offense, and the Board of Directors shall make the final determination.

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

## **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the

entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 entity 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 based on the finding of one or both of the following: one means of correction are not feasible or have repeatedly failed to bring about proper conduct; and/or, due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. The Administrative Panel shall provide a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion.

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

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

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

### **J. Disciplinary Records**

FRCS shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

### **K. No Right to Appeal**

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

### **L. Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

### **M. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Immediately following the expulsion, the Executive Director will contact the parent or guardian to assist them in enrolling their student in school. Once the student begins school, the Executive Director will contact the student and the parent or guardian monthly to monitor the student's academic, behavior and attendance. Each Rehabilitation Plan is unique to the student, but it includes measurable goals on number of discipline referrals, number of suspensions, number of days in attendance, and a minimum grade point average during the length of the plan.

### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/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 of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

### **O. Notice to Teachers**

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

## **P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of SWD**

### **1. Notification of District**

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that the Charter School 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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **3. Procedural Safeguards/Manifestation Determination**

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing

through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

## 5. Special Circumstances

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) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

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

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child,

directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

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: RETIREMENT PROGRAMS**

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

Eligible certificated employees of the Charter School participate in the State Teachers' Retirement System ("STRS"). The Executive Director is responsible for ensuring that appropriate arrangements for coverage are made and sustained.

Eligible non-certificated employees of the Charter School participate in the Public Employees' Retirement System ("PERS"). The Executive Director is responsible for ensuring that appropriate arrangements for coverage are made and sustained.

Non-certificated part-time employees of the Charter School participate in federal social security. The Executive Director is responsible for ensuring that appropriate arrangements for coverage are made and sustained.

## **ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School 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 the Charter School, except to the extent that such a right is extended by the local education agency.

### **ELEMENT 13: EMPLOYEE RETURN RIGHTS**

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

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

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

#### **ELEMENT 14: DISPUTE RESOLUTION**

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

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

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

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

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the

mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

### **Internal Disputes**

FRCS shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process in the Parent, Student, Teacher Handbook. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

## **ELEMENT 15: CLOSURE PROCEDURES**

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

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

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

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

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

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

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State,

or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

As specified by the Budget in Appendix F, the Charter School 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 also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).*

Attached, as Appendix F, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for the next three years of operation

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

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, a local control and accountability plan and an annual update to the local control and accountability plan 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 the Charter School'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 the Charter School's receipts and expenditures for the preceding fiscal year.

## **B. Oversight and Reporting**

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

Pursuant to California law, the District will be required to provide oversight and performance monitoring services. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School.

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

## **C. Insurance**

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

## **D. Administrative Services**

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

FRCS will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, retirement setup and management, human resources, employee benefits, and instructional program development either through its own staff or through an appropriately qualified third-party contractor - Chief Business Officer for administrative and “back office” services including, but not limited to, the following:

- Budget Creation, at the direction of the Board
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Compliance Reporting to County and State Grantors
- Attendance Reporting
- Food Program
- Transportation
- Training - Charter School Finance, Accounting and Operation Functions, Budgets, Financial Reports
- Quarterly and Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

#### **E. Facilities**

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

FRCS occupies the previous Forest Ranch Elementary site located at 15815 Cedar Creek Road, Forest Ranch, California 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, four (4) 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 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.

District and Charter School currently have a five-year, extended facilities use agreement in lieu of Proposition 39 which will be coterminous with our five-year charter term.

#### **F. Potential Civil Liability Effects**

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

FRCS is operated by a Forest Ranch Charter School, 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(d), 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. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

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

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

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

### **Conclusion**

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2020 through and including June 30, 2025.

**Appendix A: Administration and Board of Directors**

## Appendix B: CAASPP Data

**Appendix C: 2020/2021 Proposed School Calendar**

## Appendix D: Articles of Incorporation

## Appendix E: Bylaws

## **Appendix F: Conflict of Interest Code**

**Appendix G: Budget**