

# Charter Renewal

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

**Forest Ranch Charter**  
15815 Cedar Creek Road  
Forest Ranch, CA 95942

**Submitted to Chico Unified School District**  
**September 29, 2009**  
Revised January 6, 2010

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Kiersten Morgan, FRCS Board Chair

## **Introduction**

### **Term of Charter**

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

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

The Petitioners request a charter term of five years.

### **Students to be Served**

The Charter School will educate students in Butte County grades kindergarten through eighth grade. Grade configuration is determined by available facilities and enrollment. The School will be committed to academic excellence in Language Arts, Mathematics, Science, Social Studies, and Physical Education and to the development of each student's physical well-being and full human potential. Fine Arts, Environmental Studies and Information Technology will be phased in as funding permits. The School will emphasize high expectations for academic achievement and all students will be immersed in a rigorous educational program. The Charter School may offer full-time or short-term Independent Study pursuant to state law and Charter School Policy (reference educational code 51745 and FRCS Board Policy 4060). FRCS will submit a detailed program plan to CUSD prior to implementing any independent study program.

Estimated number of students to be served in 2009/2010 is 83. The academic calendar will be per Exhibit E, and instructional minutes comply with Education Code Section 46201 (36,000 for K, 50,400 for 1-3 and 54,000 for 4-6).

### **Facilities**

The Forest Ranch Charter School will be granted use of the property or facilities at 15815 Cedar Creek Road. The Charter School and District shall enter into a facilities use agreement with standard terms for the 2009/2010 academic year. The lease shall specify that the District is responsible for all major maintenance, at a level comparable with major maintenance services provided for similar facilities, and the Charter School is responsible for routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance, and utility

costs. CUSD agrees to promptly notify the charter school in the event that the district vacates existing space or constructs new facilities that may be appropriate for instructional purposes. The specific lease terms for this facility will be negotiated in an annual operational agreement to be developed by the Charter School and CUSD. At such time as the Charter School is eligible to request these facilities under Proposition 39 and its implementing regulations, these provisions shall apply to the use of the facilities by the Charter School.

FRCS plans to lease the CUSD facility located at 15815 Cedar Creek Road, Forest Ranch. Currently FRCS expects to lease the main building and the administration building as well as the grounds. As we grow FRCS will use more of the facility in accordance with Prop 39 and/or our FUA with CUSD.

### **Mission**

The mission of FRCS is to provide a community school that allows each student to maximize their learning potential in a safe and supportive environment. In order for every child to reach his or her fullest potential, we prioritize the following tenets:

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

### **Founding Group**

The founders of FRCS are a well-rounded group of educators, business leaders, lawyer, professionals, and parents who believe that all students should have the opportunity to excel academically in a small school setting. The founders bring together experience with non-profit organizations, charter schools, universities, the legal field, the sciences, fire fighters, and business. We are united by a belief in the need for a small, personalized environment that fosters community and self-esteem, as well as personal responsibility, community service, and college preparedness.

## **ACHIEVEMENTS 2008-2009**

Our community, Board of Directors and faculty have worked very hard this year to pull off the near impossible. With the help of many others (schools, businesses, educators, etc.), we developed and opened a new school in record time. Our primary concern was that we would be able to do this in the speedy time frame that was necessary and still provide a quality education for our children. While we still have much refining to do, we believe that we have met this challenge. Here is a summary of our efforts:

## **ENVIRONMENT**

### **Small Community with Low Teacher/Student Ratios**

At Forest Ranch Charter School we have a small, but strong community. With only 63 students in 08/09, teachers, students and families were on a first name basis with the whole school population. Students benefited from the abundant parent and community volunteers. We have a diverse and active community with strong leadership. Many of the community groups have remained involved with the school on various levels. The local firefighters and sheriff have been a presence on campus, joining us for after school events and assisting with various tasks as needed. The local Lions Group, Women's Club and Community Association have continued to be involved by attending assemblies, making monetary and supply donations and volunteering at events. In addition volunteers from the community at large assist in our classrooms, on the playground and at our science lab. We also have a very active Board of Directors who work daily to keep things running smoothly at our school. We created a PTP (Parent Teacher Partnership) that was busy on campus throughout the year and our faculty/support staff have worked together with families and the community to create a supportive, enriching environment that fosters learning. One way we supported learning last year was to maintain low student/teacher ratios (20:1 in K-3 and 25:1 in 4-6. We also had full-time aides in two of our classrooms and a foster grandparent and "floating" aide time in the third.

### **Character Education and Student Leadership**

In keeping with our charter philosophy to promote student leadership and civic responsibility, our school faculty/staff worked together with students to create a strong student leadership program. We had a 6th grade student

government team as well as a student council made up of members from all grades. The 6th grade group attended a team building overnight field trip at the beginning of the year, held regular meetings, assisted with student assemblies and reported to the Board of Directors and student body. Students also created a student run postal system, a student newsletter, a recycling committee and had a strong student mentor program for both academic and social development.

At the beginning of the year our upper elementary, assisted by the primary grades, developed a school mascot, logo, pledge and song. Students participated in social learning projects throughout the year.

An integral part of our philosophy is to build character education and opportunities for personal and social development into our program. We have put together a strong base from which to work for the future. This year we focused on a weekly LifeSkill (perseverance, caring, integrity, etc.). These were introduced through activities and literature in the classroom and at assemblies. In addition articles were published in the school newsletter with a highlight on that week's LifeSkill and suggestions for implementation at home. Use of the LifeSkills was further emphasized by our Golden Fox acknowledgments and was utilized throughout our campus for preventative discipline practices. Our emphasis is placed on teaching skills students need to work on and then logical consequences.

### **Environmental Studies Emphasis**

Our school community has worked very hard to create partnerships and start practices that will keep us moving towards a "greener" school. On campus we have integrated literature, games, and practices throughout our curriculum, which support learning about, and preserving the environment. Our Student Government has an Environmental Representative position. Student Council has a Recycling Committee and we have an active recycling program. We have had student learning projects in recycling, composting, native plant restoration, gardening and invasive plant removal. For many of these projects we have had outside "trainers" (CSU, Chico group and the local BROOM task force) come into work with students.

We have also created a partnership with the Big Chico Creek Ecological Reserve at CSU, Chico and have been working with Kids on Creeks. Through these programs our upper elementary students have been able to be involved in hands-on /real world science experiences. They have had demonstrations on our campus and monthly visits to the reserve throughout the year. At the reserve students have been able to experience and observe nature through the changing

seasons. They have been involved in data collection through bird banding, a native grass restoration experiment, and invertebrate sampling.

## **Technology**

Our volunteer technology team has worked very hard to provide an environment rich with technology. Before school started last year FRCS held a summer session that allowed students to set up their accounts and familiarize themselves with some of our available programs. Some of our more advanced computer students had the opportunity to work on developing their own web pages.

In the 2008/2009 school year FRCS had 1 computer to every 2 students in grades 2- 6th and four computers were available for our K/1 class. We had a total of 26 computers available for student usage last year. Each student at FRCS had their own account and customized desktop, which allowed for greater privacy.

Students in upper elementary used computers on a daily basis to play educational games, write papers, create power point presentations and access information on the Internet. Students received instruction in Internet safety and usage. Typing and power point instruction begins at FRCS in second grade.

Students had access to many educational software programs as well as various Internet services. Some of these included Education City standards based games, computer adaptive testing through Scantron's Performance Series and customized practice games, videos and printable materials via Scantron, and Nettekter. Families are also able to access and utilize many of these resources at home. A parent education night was held surrounding these services.

Teachers have access to various on-line services and curriculum. In addition each classroom was equipped with multi-media resources and teachers had shared access to a LCD projector.

This school is partnered with Volcano School of Arts and Sciences in Hawaii. This includes video conferencing.

## **Explorer's Club (BASP)/ Kindergarten Enrichment Option**

Last year FRCS provided a free afternoon enrichment program for kindergarten students. This allowed working parents of kindergarteners or parents who use the bus to bridge the gap without accruing an extra cost. Many local families who did not work also used this program as a means for their child to have extra playtime with their peers and be a part of afternoon school events like fine arts and science lab.

Forest Ranch Charter School also provided an ongoing before and after school care program (BASP; Explorer's Club). This program provided extended care for working families or those whose children needed extra academic assistance. This program occurred on a daily basis and operated from 7:15 am before school and after school daily with times based on need.

## **ACADEMIC EXCELLENCE**

### **Highly Qualified Faculty and Support Staff/ Low Teacher-Student Ratios**

All of our teachers are well qualified under the No Child Left Behind Act. Each has their clear multiple subject credential including a CLAD certification. In addition we had four aides serving two of our three classrooms full time this year and a rotating aide and foster grandparent in our third classroom. Our aides and foster grandparent all had college degrees and had completed some graduate work. One of our aides was credentialed, another was enrolled in the credential program and the other two were cleared to act as substitute teachers.

This year we had three classrooms: K/1, 2/3, and a 4-6 combination class. A low teacher student ratio was maintained in all classrooms to better enable teachers to meet our school goal of differentiated learning and individualized goal setting.

### **Commitment to Excellence**

Our teachers strive for academic excellence by using a range of state adopted, supplementary and teacher created curriculum to meet or exceed state standards in all of the core subjects. Multiple measures are used to assess all students 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, baseline, midyear and end of year computer adaptive assessment of the standards (Scantron's Ed Performance Series). The assessment plan is individualized to meet the unique needs of each student. Results are analyzed and used to drive both individual and group instruction. Our primary goal is to allow each student to maximize his or her individual potential while focusing on mastery of the state standards by use of brain compatible strategies and individualized learning styles. Our intention is to empower 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 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 are more engaged and effective learners.

### **Resources and Staff Development**

A month before school started we had limited educational materials and an empty school building. We worked quickly to put core materials in place for the beginning of our first school year and have worked diligently since to fill our school with a high quality, varied and unique assortment of educational resources. We have purchased many materials but have also been fortunate in acquiring many resources from public and private benefactors.

This year our teachers had Sadlier-Oxford as a core math program with Everyday Mathematics, Critical Thinking Company, Marci Cook materials and a wide range of other supplementary math resources at their disposal.

For Language Arts, teachers have had the use of assorted materials including: Reading A-Z, Houghton and Scholastic Literacy primers, Rigby Readers, a wide range of short stories, poems, fiction and nonfiction book sets, Houghton-Mifflin Spelling and Vocabulary, Sequential Spelling, Zoo Phonics, Primary Phonics, Explode the Code and Easy Grammar to develop their literacy programs. For the 09/19 year teachers will be participating in further training in guided reading and writing as well as a Step Up to Writing training before school starts. In addition teachers will have more current Houghton readers and English books for grades K-4 and many new early reader and upper grade book sets to choose from.

### **Library**

At this point we have a well established start up library with over 4,000 fiction, nonfiction and reference books. We utilize the Follett system and all of our books (with the exception of recent donations and purchases) are scanned into the system. We have a wide range of titles with many new and diverse books to support standards based student learning topics as well as a range of topics that may interest students. We also have an abundance of classic and contemporary children's literature and have made an effort to keep up with the purchase of new, "exciting" book releases and special interests of our students throughout the year. We have a volunteer librarian who has weekly story time and check out for students throughout the year.



## **Hands-On and Experiential Education**

Our teachers, support staff, families, and community members worked together with students to create an environment that fostered rich and varied options for hands-on and experiential education opportunities that assisted students in mastering or exceeding their standards based goals.

We provided a wide range of manipulative materials, games and audiovisual material for use in each subject matter. We provided weekly science laboratory or outdoor education options so students could witness modeled demonstrations; participate in individual and group experiments and design models to increase understanding. We provided many “being there” (field trips) and living history experiences throughout the year. A few activities our students participated in this year were CSUC’s Hands on Science lab, Shady Creek Environmental Camp, Age of Sail Environmental Living Program, various theatrical and musical performances (some of which included fellow students) and a tour of Shasta Caverns. We provided opportunities to work with adult mentors in various fields through assemblies and guest speakers. To name a few, the students got to work on science projects with local scientists, meet various professionals on a multiple intelligence panel (fire chief, architect, musician, nurse, etc.), participate in a writing workshop with a local author and work on language arts ciphers with one of our retired teachers.

## **Special Programs**

We developed many programs to assist each student in meeting their individual learning goals. We hired a credentialed intervention aide who worked with students throughout the year to provide individualized and group intervention to a range of students.

Students who were not meeting grade level standards in reading were pulled for individualized reading intervention with our intervention aide, were given in-class support or read with one of our reading volunteers during the week. In addition we had a student mentoring program that allowed for students of varying skill levels to support each other during DEAR time. At times this would be proficient, older readers paired with young readers who need extra assistance. Other times we had older struggling readers read simple books to our youngest students to develop confidence and fluency. We had a similar program for Math. Mentor Math was run by our credentialed aide and met once a week. Groups of students participated in a wide range of math activities and were paired cross age and ability levels depending on their specific learning goals. This program was very effective particularly in boosting memorization of Math

facts. It also allowed teachers a period of time with smaller groups of students. In addition to student mentoring we had an aide in each classroom and community volunteers who came in weekly to provide extra student assistance.

This year we were pleased to be able to receive Pull Out Gate services from the district. This provided some continuity and extra enrichment time to some of our students who needed a greater challenge. Unfortunately we will not have this option next year. However we are developing our own supplemental enrichment program to enhance the education of our advanced learners.

### **Visual and Performing Arts**

In keeping with our program philosophy we have worked very hard this year to integrate visual and performing arts through our curriculum as a means of teaching standards through use of the multiple intelligences. Children have written songs, skits and stories surrounding areas of learning. They have also drawn pictures, collaged and created 3-d displays to share their ideas and knowledge. We have provided teachers with a wide range of materials to foster weaving of “the arts’ through the curriculum. Our K/1 had a unique song for just about every concept they tackled this year!

In addition our school community often came together for art appreciation and performance type activities. During our assemblies we allowed time for the whole school to join in song. We also had group art and theater projects during all school mentor time and special events such as Passport Night (a multi-cultural festival) and Earth Day. We attended multiple performances in Chico throughout the year. At some of these we were able to support our own student performers in their work outside of school. We had students in two of the performances we saw! We were fortunate in frequently having local musicians share their music at our family picnics and music festivals.

We also have created distinct programs in Music and Fine Arts. We have a Music Teacher and a volunteer Fine Arts Instructor on staff. Starting in December, all classes received Classroom Music instruction once a week and grades 3-6th were able to participate in either Beginning or Advanced Band once weekly. Students performed choral selection in both a winter and spring concert. The student bands performed in the Spring Concert. Next year we will continue with music/band instruction. Our students attended Fine Arts Class once every three weeks. They worked with various mediums and were exposed to the art of many famous artists. We hope to be able to continue art instruction next year.

## Academic Achievement

Forest Ranch Charter School received an API score of 808 for our 2008/2009 school year. A more in-depth review can be found in the attached School Portfolio Exhibit H along with examples of student work.

### Pupils Served

FRCS started the year with 51 students and was able to end the year with 61. We estimate that FRCS will serve 83 students in 2009-2010 school year. Because we are currently not renting the full facility FRCS would be full in the 2009/2010 year with 90 students.

### FRCS exceeds the state standards for minutes

<i><u>Grade Level</u></i>	<i><u>California Standards</u></i>	<i><u>FRCS Minutes</u></i> <i><u>08/09</u></i>	<i><u>FRCS Minutes</u></i> <i><u>09/10</u></i>
<b>K</b>	<b>36,000</b>	<b>39,375</b>	<b>40,050</b>
<b>1</b>	<b>50,400</b>	<b>56,000</b>	<b>55,300</b>
<b>2</b>	<b>50,400</b>	<b>56,000</b>	<b>55,300</b>
<b>3</b>	<b>50,400</b>	<b>56,000</b>	<b>55,300</b>
<b>4</b>	<b>54,000</b>	<b>56,000</b>	<b>55,300</b>
<b>5</b>	<b>54,000</b>	<b>56,000</b>	<b>55,300</b>
<b>6</b>	<b>54,000</b>	<b>56,000</b>	<b>55,300</b>

### Retention

FRCS was able to retain 91% of our student body from the 2008/2009 school year. Of the five students who left three moved from the area.

## Community/Family Involvement Volunteer Hours

Over 3,000 volunteer hours were tracked for the past year for just our parents. We also have a handful of dedicated community members who come in weekly to read with the kids, participate in science labs or give general help and their hours amounted to over 650. Forty of our 49 families volunteered at FRCS this year. FRCS will continue to solicit volunteer hours from the community and families of our pupils. We expect families to volunteer a minimum of 50 hours a year.

## Diversity

	<b>FR Elementary 07/08 %</b>	<b>FRCS 08/09 %</b>	<b>FRCS 09/10 %</b>
<b>African American</b>		<b>3.28</b>	<b>3.8</b>
<b>American Indian or Alaska Native</b>		<b>3.28</b>	<b>6.4</b>
<b>Asian</b>			<b>5.1</b>
<b>Filipino</b>			
<b>Hispanic or Latino</b>	<b>6.7</b>	<b>4.92</b>	<b>3.8</b>
<b>Pacific Islander</b>	<b>2.2</b>	<b>1.64</b>	<b>1.3</b>
<b>White (not Hispanic)</b>	<b>84.4</b>	<b>83.61</b>	<b>74.4</b>
<b>No Response</b>	<b>6.7</b>	<b>3.28</b>	<b>5.1</b>
<b>English Learners</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Number of Students</b>	<b>45</b>	<b>61</b>	<b>78</b>

## Academic Third Party Review

FRCS has contracted with INSIGHT to perform an academic review in the Fall of 2009. The review will include surveys of parents, board members, community members, teachers and students. INSIGHT will also conduct observations on staff and faculty.

## AFFIRMATIONS/ASSURANCES

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

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the **FRCS** for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)] Shall admit all students who wish to attend the **FRCS**, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process in accordance with 47605(d)(2). Except as provided in Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with

Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the **Forest Ranch Charter School** including but not limited to:
  - The **Charter** shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - The **Charter** shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
  - The **Charter** shall comply with any jurisdictional limitations to locations of its facilities.
  - The **Charter** shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - The **Charter** shall comply with all applicable portions of the No Child Left Behind Act.
  - The **Charter** shall comply with the Public Records Act.

- The **Charter** shall comply with the Family Educational Rights and Privacy Act.
- The **Charter** shall comply with the Ralph M. Brown Act.
- The **Charter** shall meet or exceed the legally required minimum of school days.

## **Element 1: Educational Philosophy and Program**

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

*A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 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.*

### **We value:**

- Literate, cultured, self-motivated life-long learners who respect diversity.
- Academic excellence.
- Social consciousness and responsibility to a democratic society.
- Self-confidence and compassion.
- Appreciation and respect for the natural world.
- Children who are engaging, responsive, imaginative, expressive, intrinsically motivated and self-directed.
- The use and understanding of modern-day technology.
- The development of creative talents and skills.
- A unifying school, parent and community effort.

### **Population to be Served by the School**

The priority of FRCS will be to enroll:

1. Students from the Forest Ranch Community;
2. Students who are diverse and traditionally underserved by the traditional school system;
3. Students whose needs call for a small school environment rich in literacy, environmental studies, science, social studies, technology, mathematics, and who will thrive with individualized attention.

FRCS proposes to serve grades K-8 students in the Forest Ranch Community and surrounding areas. Grade configuration is determined by available facilities and enrollment. FRCS will start with interested K-6 students from the Forest Ranch community. Currently there are approximately 78 students ranging in age from five to twelve attending the Charter. We anticipate to serve up to 90 students in the 2009/2010 school year.



The Charter School will prepare its students for the future by creating exceptional opportunities for them to learn. We will equip our children with strong academic skills. Concurrently, we will help them begin the lifelong process of learning and enable them to find paths that make their lives and the lives of others sustainable, productive and enjoyable.

An education from the Charter School will be differentiated from traditional schools in two ways: by the foundation of skills its students will have developed to cope with change, diversity, and a rapidly increasing body of knowledge; and by the breadth of the exposure its students will have to the larger world.

While striving for the highest standards throughout the curriculum, FRCS will, within available resources, develop distinctive programs in environmental studies, social studies, science and technology and the arts – environmental studies because of the need to be interconnected with the world around us, social studies because of the need to understand the way others in the world think and communicate; science and technology because of their increasing role in improving the effectiveness of group and individual learning; and the arts because of the critical role they play in fostering creative thinking and problem solving.

An essential characteristic of the Charter's educational program will be its continued emphasis on the balance of intellectual, physical and social/emotional development of its students. To stimulate the mind, the school will offer a broad and balanced, personally rigorous curriculum that is both carefully planned and regularly reviewed. The program will offer students continuous opportunities to be engaged in learning and to achieve success in their studies. To promote physical development, the school will maintain an outdoor program and maintain a focus on student "wellness" (health and nutrition) that will prepare students to care for their physical and emotional well being throughout their lives. To encourage the growth of the spirit, the school will provide a community that celebrates diversity, and emphasizes individual and group responsibility. The uniqueness of each child will be honored and an accepting environment will be cultivated where individual interests and skills are encouraged, honoring the developmental stages of the child as well as their unique learning style.

The Charter School will seek ethnic, racial, and socioeconomic diversity and will welcome applicants with a wide range of talents and learning styles.

The Charter School's intent is to offer a personal education in which teachers, students, and parents collaborate in the learning process. To achieve this goal, we will strive to maintain a lower teacher/student ratio within available resources.

The Charter School aims to provide an excellent education and develop effective community leaders. We believe a well educated person and community leader 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 capably across such traditional divides as race, gender, and class. And, they will do this with both a healthy sense of self and empathy for others.

### **How Learning Occurs at FRCS**

#### The Program:

Forest Ranch Charter School (FRCS) will offer a broad and balanced curriculum which includes thorough instruction in the traditional academic disciplines: English/language arts, mathematics, science and social studies. Fine arts, technology, athletics, drama, and environmental studies will be integral parts of the program as funding permits.

While striving for the highest standards throughout the curriculum, FRCS will, within available resources, develop distinctive programs in environmental studies, social studies, science and technology and the arts – environmental studies because of the need to be interconnected with the world around us, social studies because of the need to understand the way others in the world think and communicate; science and technology because of their increasing role in improving the effectiveness of group and individual learning; and the arts because of the critical role they play in fostering creative thinking and problem solving.

FRCS will utilize developmentally appropriate teaching methods that accommodate the whole child and respect individual learning styles, developmental readiness, and rates of achievement. Small class sizes, differentiated instruction, small group instruction, and community involvement will greatly contribute to developing FRCS into a world class learning community. To this end, FRCS has established four overarching goals and objectives that are the cornerstone of the FRCS educational program: The School

Community, Differentiated Learning, State Standards Based Curriculum, and Appreciation for Diversity and Culture.

## **I. The School Community (Teachers, Students, Parents, and FR citizens):**

### The Teachers

Forest Ranch Charter Board will employ 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. Our intention is to find teachers who are an exceedingly able and dedicated group, who care deeply about children and are responsive to the needs of individual students and families. We will 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 will be well-versed and trained in research based instructional methodology and best practices. Supported by new technologies and ideas, they will be eager to consider fresh approaches and strategies to maintain high standards throughout the curriculum. They will be committed to the academic and personal growth of students.

### The Students

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

### The Parents

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

We will use a variety of methods to encourage parent involvement (provide literature discussing how children with involved parents perform better in school, parent/volunteer appreciation events and recognition, etc.)

## The Forest Ranch Citizens

We have a diverse and active community with strong leadership. One of our greatest strengths is that we have people from a wide range of professions and walks of life. This community is committed to its children and is eager to participate in their education. At this time we have volunteers who are serving on the board, mentoring our students and staff, and creating innovative new programs to serve our school (e.g. environmental studies, science labs, solar technology, etc).

### **II. Differentiated Learning**

FRCS will provide 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 will inform instructional decisions. Student academic and behavioral growth will be monitored through an extensive progress monitoring assessment system. Teachers will 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. Character Education will teach students to develop strong interpersonal skills, empowering them to effectively handle peer situations and relationships.

### **III. State Standards Based Curriculum:**

FRCS will ensure that all students, including educationally disadvantaged and low achieving students, master state academic content standards and have the opportunity to learn in a technology-rich environment. Concepts will be taught through thematic units that integrate subjects in cooperative learning groups. Students will move forward at a rate that challenges the students' abilities. FRCS will integrate environmental studies and technology throughout the curriculum. A Computer Lab in each classroom with various types of software will provide more differentiated instruction across subjects. All grade levels will complete fine arts, and computer-related projects.

### **IV. Appreciation for Diversity and Culture:**

FRCS will recruit students and families that seek a diverse, student-centered educational environment. Special emphasis will be placed on celebrating the accomplishments of minorities.

## **Overview of the Educational Program**

Our academic program will be based upon what we know to be best teaching practices providing students with curriculum that is thematic and hands-on. Study trips will be an integral part of our program, as drama, environmental studies, and art. Assessment will drive our instruction, and we will provide an environment where all learners have access to student support services. Our approach to educating our students will be based on offering a broad and enriched education, aligned with the California State Content Standards. We concentrate on character education through Life Skills (See Exhibit F) and Lifelong Guidelines, promoting good citizenship and a healthy lifestyle. We get to know each student and family well, we provide leadership opportunities, especially for our older students, we embrace cooperative learning for students and teachers, and focus on creating an engaging curriculum that emphasizes depth and understanding of essential topics.

In addition to this highly successful program, the vision of Forest Ranch Charter is to implement an effective educational program that has:

- **High Expectations:** Students are expected to adhere to high standards of student behavior and academic achievement. Life skills and Life Long Guidelines will be directly taught and modeled by staff. Students will be expected to demonstrate these values in their schoolwork as well as their interactions with peers and adults.
- **Significant Support:** Small class sizes, and strong academic, social, and intervention support programs.
- **Talented Staff Sustained by Extensive Professional Development:** Our School staff will improve their performance with weekly collaboration and staff enrichment time, and 3 staff development days, all focused on teaching and learning. New teachers will go through an induction program, which we will contract through the county (Beginning Teacher Support and Assessment). In addition to this, all teachers will attend an initial training in HET (Highly Effective Teaching) philosophy and implementation. FRCS will be part of the local Charter School Consortium and will work to partner with other Charter Schools and collaborate with other teachers.
- **Parent and Community Involvement:** Parents support their children and the school by encouraging studying and reading at home,

supporting good behavior at school, and participating in school activities and committees. Parents will be a valued and included member of the school culture All faculty will be trained in family centered practices. Parental input will be actively solicited. Parents will be decision makers in the operation of the school. The school will continue to develop meaningful community partnerships to help sustain and deliver its educational mission.

- **Focus on Results:** FRCS will focus on high student performance, measuring results on standardized tests and other reliable indicators, and using this data to improve teaching and learning. Students, parents, and staff create and reinforce a culture of achievement.

The following strategies and techniques are utilized to optimize student success:

- Parental Involvement
- Hands On Experiences
- Positive Role Models
- Technological exposure
- Fine arts
- Tutoring
- Cultural Heritage Exposure
- Field trips
- Study Tours
- Extended school day
- Special events
- Environmental Studies

A full curriculum for Grade 2 can be viewed in Exhibit G.

## **Element 2: Measurable Student Outcomes and Other Uses of Data**

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

*The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.*

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

Basic intellectual skills will include the ability to think clearly and creatively, to communicate orally and in writing, and to find and use information. Students will learn to accept challenges and learn from their mistakes. They will acquire the capacity to work hard, independently and in groups, and to contribute to their community. All curriculum and instruction at FRCS will be designed to align to California State Academic Content Standards.

### **Cognitive Processing**

Students will demonstrate complex thinking skills by identifying, accessing, integrating and using available resources and information to reason, make good decisions, and solve complex problems in a variety of contexts based upon content knowledge, and by articulating their thinking process. Problem based learning will be the access vehicle for addressing state standards.

### **Science and Technology**

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

### **Communication**

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

### **Social and Emotional Well Being**

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

### **Physical**

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

### **Our Goal Is That All FRCS Graduates Will Be:**

#### **Educated individuals who**

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

#### **Contributing members of society who**

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

#### **Critical, reflective thinkers and problem solvers who**

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



**Informed, responsible individuals who**

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

**Effective communicators who**

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

**Effective users of technology who**

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

**Confident individuals with positive self-esteem who**

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

Our goal is to have Forest Ranch Charter students master state standards and score proficient or advanced on state accountability measures.

Multiple measures of student performance will be developed to accurately monitor student progress toward achieving grade level standards. Assessments will be formative and used in progress monitoring, as well as summative to measure student attainment of benchmark and year end grade level standards. The school will participate fully in the standardized testing STAR in all grade levels 2-6 annually. The following outlines the measurable student outcomes that Forest Ranch shall pursue:

<b>Outcome Objectives</b>	<b>Measurement Tools</b>
Meet or exceed the Academic Performance Index growth target (“API”)	Academic performance reports by the California Department of Education (“CDE”)
Meet Adequate Yearly Progress (“AYP”)	AYP data published by the CDE
Achieve a 3 or 4 and/or A or B (per academic subject) on the school’s standards based report card	Teacher-developed assessments and rubrics
At least 60% of students score proficient or advanced on the state grade level standards, including ELs	STAR test
94.5% attendance rate for all students	Monthly attendance reports
Ongoing parent satisfaction with the school	Annual parent surveys
All students demonstrate ongoing decision-making abilities and take responsibility for their actions.	Teacher based assessment and observation using positive discipline principles
90% of parents perform their volunteer obligation	Parent timesheet monitoring

Student performance will be measured using the following methods:

1. **Individual Student Tracking:** Each student’s degree of proficiency and mastery in each subject area will be tracked using a school wide data base, and will be regularly reviewed to evaluate progress. This information will be reported to parents through conferences.
2. **Traditional Testing:** Traditional assessment tools for measuring student knowledge and skills including written evaluation by teacher or outside expert, in-class quizzes, in-class writing, portfolios, projects, performance assessments, and textbook generated exams.
3. **State Standardized Testing:** FRCS will participate in all of the state’s required standardized tests.

The FRCS parent community and students will understand the standards and performance expectations. Beginning in September, parents will be expected to attend “Back to School Night” where they will learn about the grade-level standards and our curriculum. Ongoing formative assessments will be used by teachers to evaluate student progress in the instructional process. First trimester

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

### **Element 3: Assessment of Measurable Pupil Outcomes**

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

*The method by which pupil progress is to be measured in meeting pupil outcomes.*

Assessment data, including STAR standardized based report cards, interim benchmark assessments, teacher observations, portfolios, and all other assessment tools as appropriate, that will combine to form a battery of multiple measures, will be disaggregated annually by gender, ethnicity, language, etc. FRCS will move towards an online data management system to provide teachers with instant access to data, literacy assessments, and multiple measures for every student. Teachers will be able to review and reconfigure data so that they can have a detailed analysis of current students and new incoming student groups each year. This system will be used in conjunction with progress monitoring interim assessments to monitor all students' progress annually, and to monitor students needing additional support tri-annually.

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

#### **Continuous School Improvement**

The School Improvement Plan (SIP) will be reviewed each year, along with assessment data. This plan includes outcome objectives, grade level improvements, as well as attendance expectation of 94.5%. Surveys from stakeholders will be used to review, evaluate and revise the plan annually and to determine satisfaction with the school's educational program. The purpose of the FRCS assessment program will be to revise instruction so that students are successful. At the beginning of each school year an analysis of STAR data and prior year student assessment data will be conducted by the entire faculty. Areas of relative weakness will be identified and improvement goals will be written to address those areas. The goals will be standards based and designed to measure student progress toward proficiency. Teachers will develop tri-annual interim assessments to measure student progress. Data from each of these assessment periods will be used to modify instruction, implement classroom interventions,

or refer students for more intensive interventions. The School expects to meet the outcomes above by employing all of the above methodology and to continue annual growth based on a school wide emphasis on data analysis.

### **English Learners**

Teachers will plan instruction that will support and develop EL students' ability to increase their English proficiency. FRCS will adhere to federal and state mandates regarding EL education. CELDT will be administered each fall to students classified as EL and be used as one of the measures to determine whether students re-designate from EL to Fluent English Proficiency.<sup>1</sup> Teachers of EL students will be CLAD or California Commission on Teacher Credentialing recognized equivalent certified and employ SDAIE teaching strategies. EL literacy and classroom strategies will include:

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

### **High Achieving Students**

FRCS will provide additional support and challenges for high achieving students. Lessons will be individually designed to ensure high order thinking skills and productive collaborative learning. Teachers will be trained to challenge students who master the standards in their grade level early by providing project-based learning activities. The K-8 program design is an advantage for both higher and lower achieving students and EL's because every child is encouraged to meet the grade level standards at their own pace.

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<sup>1</sup> All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment, and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient. The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Additionally, peer tutoring and mentoring can be effectively used in a K-8 environment as older students team up with younger students. The curriculum is enriched with many different activities, keeping higher achieving students active and engaged.

### **Low Achieving Students**

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

Informing the community about student achievement will be an ongoing process. Teachers will meet formally with every parent annually in parent/teacher conferences. The developmental and standards –based report card reflects student progress toward meeting grade level standards, in social and study skills, behavior, and physical skill development. Due to strong parent classroom participation weekly, parents will have current knowledge of grade level expectations. Program information in addition to assessment information, will be shared with the community through school and classroom bulletin boards, weekly classroom and school newsletters, the School Accountability

Report Card, school website, all parent education evenings, and community meetings.

## **Element 4: Legal Issues, Governance and Parental Involvement**

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

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

### **Legal**

FRCS will pay CUSD for actual costs of supervisory oversight of up to 1% of the Charter's revenue as defined by Education Code 47613 (f). Pursuant to Education Code Section 47604, CUSD in performing its oversight of the School as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by the School so long as it complies with all of its supervision and oversight responsibilities under the Charter Schools Act of 1992.

### **Governance**

The school will be governed by the Forest Ranch Charter Board. The District Board of Education may also appoint a representative to serve on the School's Board of Directors as a non-voting participant.

The number of people serving on the Board of Directors of FRC, and the length of terms is specified in the FRC, Inc. Bylaws (See Exhibit B). The Board will always consist of at least the following members: four (4) parents/guardians of FRC pupils, elected by the parents/guardians of FRC pupils; three (3) community members, elected by the membership of the Forest Ranch Community Association; one (1) classroom teacher elected by faculty, and one (1) educational professional elected by the Board. The first year, the Steering Committee will appoint the members of the Board. In subsequent years, the members of the Board shall be elected by the constituent groups in the manner outlined above... Consistent with state law, one (1) Chico Unified School District representative, acting in a non-voting capacity, may serve on the Board of Directors. The Board of Directors reserves the right to amend the by-laws to increase the number of directors at any regularly scheduled board meeting. A quorum by the board shall be a majority of the voting members. In the event that legislature passes and the Governor signs a bill that would bar employees of charter schools from serving on the Board of a Charter School, the petitioners agree to amend the governance portion of this charter to remove employees from the Board of the FRCS and to amend the Bylaws of the nonprofit corporation accordingly.



The Board of Directors is responsible for making decisions about the school's governance, through the establishment of operating policies and procedures. Major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, selecting and evaluating the top administrative staff, and overseeing fundraising activities.

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

The Directors will meet regularly and as needed, and will be responsible for carrying out Board responsibilities, including, but not limited to, the following:

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

The Board may initiate and execute any program or activity or may otherwise act in any manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purpose for which the School is established.

Any Board member who has a conflict of interest or whose child is before the Board for disciplinary reasons, must disclose the nature of the conflict to the Board, abstain from voting, and refrain from attempting to influence the decision by discussing the matter with Board members or staff responsible for making recommendations to the Board on the matter.

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

The FRCS Board of Directors addresses personnel issues relating to the Principal and/or Executive Director. Personnel issues pertaining to other employees of the Charter School shall be addressed by the Principal and/or Executive Director. The Principal and/or Executive Director are accountable to the FRCS Board of Directors.

### **Parent Involvement**

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

Parents will be given a Parent & Student Handbook every year, which outlines the role FRCS will encourage our families to take in the educational process as it relates to assisting the school, helping their student(s) with homework, attending parent meetings, and assisting in the fundraising activities of the school. Sensitive to the busy schedules of parents, staff members and the PTP will explore ways that all parents can contribute to the program.

The School shall promote a parent participation program. Parents shall be strongly encouraged to dedicate at least 50 hours per year per family of participation to benefit the School. The School shall develop an on-going list of extensive participation opportunities for parents, conduct twice-yearly parent orientation meetings, and offer extra-curricular activities for both student and parent/family participation.

### **Staff Participation**

During operation, the School will encourage staff members to develop a committee made up of all staff of the School, which will act in an advisory capacity to the Board of the School. The Staff Committee will be governed by the bylaws adopted by the staff involved in the staff committee.

### **Business/Administrative Services**

These services would be attended to by the Executive Director and/or Principal or contracted out. The latter would report to the Executive Director and/or Principal with the exception of payroll.

## **Element 5: Employee Qualifications**

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

*The qualifications to be met by individuals to be employed by the School*

#### **Director Qualifications**

A Masters Degree is preferred for an FRCS Principal and/or Executive Director and experience working in a non-profit organization. An FRCS Principal and/or Executive Director will possess the ability to relate to parents, constituents, and staff in a positive, professional manner both verbally and in writing. The Principal and/or Executive Director will be responsible for all business reports as listed in Element 9 under Financial Reporting.

#### **Administrative Qualifications**

The Administrators of FRCS should possess leadership abilities, a comprehensive educational vision that is consistent with the Charter School'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 administration candidates include: a B.A. degree or its equivalent, with a Masters and Administrative Credential preferred for the Principal and other instructional leaders; relevant educational experience after college, if applicable (i.e. fellowships, graduate work, etc.); and positive references from the most recent places of employment, college or graduate school.

#### **Office Manager Qualifications**

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

#### **Teacher Qualifications**

The School shall adhere to CA Education Code Section 47605(l), all California Commission on Teacher Credentialing requirements, and the applicable provisions of the No Child Left Behind Act in the hiring of all faculty for the School.

Teachers for core classes must hold appropriate California teaching certificates, permits, or other documents equivalent to that which a teacher in other schools would be required to hold pursuant to Education Code Section 47605(l). ). Since this charter school will be serving elementary grade levels, the teachers typically will hold a multiple subject teaching credential. However the FRC reserves the right to hire any teacher with a credential, certificate or permit that a teacher in a traditional public school would be required to hold in order to teacher the grade level and subject involved. Core courses shall be defined as English, Mathematics, Social Science and Science. All other courses shall be defined as non-core.

FRCS will have a hiring process that ensures all teachers are properly credentialed with emphasis placed on teachers being NCLB “highly qualified” and CLAD certified. Teachers without these certifications will be placed under supervision of “highly qualified” faculty until these requirements are met. FRCS will focus on competency within the standards for the teaching profession.

The Charter School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities.

Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

### **Aide Qualifications**

Aides shall meet all requirements of the No Child Left Behind Act. 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, 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, train and assist students in behavior management; provide education regarding appropriate interpersonal actions; act as role model. Assist in maintaining records and charts on individual students, attendance records, test scores and progress of student learning. All aides will be under the supervision of credentialed teachers.

**Other Positions**

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

## **Element 6: Health and Safety Procedures**

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

*The procedures that the school will follow to ensure the health and safety of pupils and staff shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237 – California Education Code Section 47605(b)(5)(F)*

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to operation. The annual review of our School Safety Plan will be provided to Chico Unified if changes are made.

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. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the school shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

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

**TB Testing**

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

**Immunizations**

All students enrolled and staff 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.

**Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

**Vision, Hearing/Scoliosis**

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

**Emergency Preparedness**

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

**Blood borne Pathogens**

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

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



**Drug Free/Alcohol Free/Smoke Free Environment**

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

**Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The 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 School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

**Comprehensive Sexual Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy.

## *Element 7: Means to Achieve Cultural and Ethnic Balance of the District*

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

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

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

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

An open enrollment policy will seek to maintain a diversified balance among students of the Charter School. Any child residing within the Chico Unified School District, regardless of ethnicity, national origin, religion, gender, disability, perceived sexual orientation, home language, or socioeconomic profile, or any other characteristic described in Education Code Section 220, will be equally welcome and eligible to apply for enrollment.

Attached as Exhibit H as part of our School Portfolio, please find the outreach plan for 2010-2011.

## **Element 8: Enrollment Requirements**

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

*Admission requirements, if applicable.*

FRCS will actively recruit a diverse student population who understand and value the school's mission and are committed to the school's instructional and operational philosophy, as stated in Element 7 above. Admission will be requested by completing and submitting an application form. Admission, except for existing pupils shall be determined by a public random lottery will be conducted if there are more applicants than available seats in a particular grade level offered by the school. Students shall be placed on a waiting list based upon the order in which their name is drawn from the lottery. FRCS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. FRCS will not charge tuition, and FRCS will not discriminate on the basis of any characteristic described in Education Code Section 220. Enrollment preference in ranked order in the case of a public random lottery shall be as follows:

1. Siblings of currently enrolled students.
2. Children of staff members or founders.
3. Forest Ranch Residents
4. Siblings of Alumni to FRCS
5. District Residents

The admissions process contained in the charter may be amended to conform to the funding requirements of the Federal Public Charter School Grant program and an amendment for this purpose shall not be deemed a material revision of the charter. It shall only require the approval of the Chico Unified School District Superintendent.

FRCS may serve grades K-8, currently serving Kindergarten through Sixth Grade. Grade configuration is determined by available facilities and enrollment. Parents who intend to re-enroll their children must notify the FRCS office by March of the current school year.

Parents and students will be given handbooks at the beginning of the academic year describing the educational philosophy of FRCS. Parents will be encouraged

by FRCS to support the school in a variety of ways, including volunteering in the classroom, driving on field trips, or assisting in fundraising efforts.

If a lottery is required it will be conducted according to FRCS Admission and Enrollment Policy BP3010. Lottery will be held by public random drawing.

## **Element 9: Annual Audit and Fiscal Issues**

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

*The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

FRCS is a 501 (c) 3 non-profit corporation. FRCS will comply with all state laws pertaining to financial reporting to CUSD and the State of California. As a non-profit corporation, the FRCS Board of Directors will select an independent auditor and oversee the completion of an annual audit of the school's financial affairs.

FRCS may receive funding in accordance with Education Code, Charter Schools Act and other appropriate laws, and will opt to receive funding directly from the State. These funds may include, but are not limited to, Average Daily Attendance (ADA); the California State Lottery; state summer school funding; categorical block and non-block grants; class size reduction funds if applicable; charter school funding from the California Department of Education, the federal government or other sources; and any other available or mutually agreeable sources of funding for programs. When applicable, the School may seek equitable distribution of local sales taxes and other similar funding sources.

As required by 2002 Assembly Bill 1994, FRCS acknowledges that the School must commence operations by September 30 to be eligible for that fiscal year's ADA-based state general purpose revenue.

### **Audits**

The FRCS will facilitate an annual independent audit of the school's financial affairs. The FRCS Board will select and oversee an auditor with education audit experience. The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit is conducted in accordance with generally accepted accounting principles applicable to the Charter School. It is anticipated that the annual audit will be completed five months after the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15<sup>th</sup> each year.

The Charter School's Principal and/or Executive Director, CFO and/or audit committee will review any audit exceptions or deficiencies and report to the School Board with recommendations on how to resolve them. The FRCS Board of Directors 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. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this Charter.

### **Financial Reporting**

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

1. By July 1, a preliminary budget for the current fiscal year with financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, Butte County Office of Education, State Controller's Office, California Department of Education.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final un-audited report for the full prior year is submitted. 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.

Forest Ranch Charter will compile and provide to the district on an annual basis a performance report. This report will, at a minimum, include the following data:

- An analysis of whether student performance is meeting the goals specified in Element 2 from assessment instruments and techniques listed in Element 3 . This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the school's governing board during the year.
- Data on the level of parent involvement in the school's governance and summary

- Data from an annual parent and student satisfaction survey
- Data regarding the number of staff working at the school and their qualifications
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year
- Information demonstrating whether the school implemented the means listed in charter Element 7 to achieve a racially and ethnically balanced student population
- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended
- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputed and complaints
- Other information regarding the education program and the administrative, legal and governance operation of the school relative to compliance with the terms of the charter.

Generally FRCS and CUSD will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports. The School and CUSD will also jointly develop an annual site visitation process and protocol to enable CUSD to gather information needed to confirm the School's performance and compliance with the terms of this charter.

## **Element 10: Pupil Suspension and Expulsions**

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

*The procedures by which pupils can be suspended or expelled.*

### **Suspension/Expulsion Procedures**

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 preparing this policy, the Charter School has reviewed other suspension and expulsion policies, as well as the Education Code. When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as 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 and as required by the District, approved as material revisions to the charter in accordance with Education Code Section 47607.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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 otherwise comply with legal requirements regarding restraints.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal'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 Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws, including the IDEIA, Section 504, implementing regulations and implementing state law and regulations, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to 1) a school activity, 2) school attendance, or 3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

(a) Students shall be immediately suspended pursuant to this policy and shall be recommended for expulsion if the Principal or designee determines that a student has committed any of the following acts at school or at a school activity off campus grounds:

1. If it is determined by the Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of

the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

(b) Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.

9. 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.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. 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.
15. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
16. 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation 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.

19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
20. 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.
21. Caused, attempted to cause, threaten 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.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating

substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal 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 school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board as

needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal 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 Governing Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
  7. The opportunity to confront and question all witnesses who testify at the hearing;
  8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a 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 which shall be examined only by the Governing Board, administrative panel, 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.



4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the

complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### G. Record of Hearing

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

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. 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 and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board, Panel or designee 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 accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

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

#### I. Written Notice to Expel

The Principal or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. 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 Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or Charter School shall be in the sole discretion of the Governing Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The pupil's

readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

i. Notification of SELPA

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

ii. Services During Suspension

Students suspended for more than ten (10) school days in a school year and Students whose cumulative suspensions constitute a change in placement under the IDEA shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP or 504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting for up to 45 days.

iii. 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 or Section 504 Team shall review all relevant information in the student's file, including the child's IEP or 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.

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

- 1) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- 2) 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
- 3) 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 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, 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.

iv. Due Process Appeals and 504 Appeals

The parent of a child who qualifies under the IDEIA 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.

The parent of a child with a 504 plan who disagrees with any decision regarding the placement or the manifestation determination may utilize the dispute resolution process and hearing procedures as outlined in the 504 policy and procedure.

The Charter School shall be solely responsible for its representation at hearing and the related costs of this process and as described herein, shall fully indemnify the District for the same.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

v. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45)

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

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

vi. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

vii. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under 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 Principal of special education or to other Charter School supervisory personnel.

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

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

The Charter School shall not be deemed to have knowledge of 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 System**

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

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

FRCS Charter School has the responsibility to provide retirement benefits to its employees. Non-certificated staff at FRCS will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the FRCS Board of Directors and adopted as the school's employee policies. FRCS participates in the State Teachers Retirement System and/or Public Employees Retirement System which enables the school to attract and retain a higher quality of certificated and classified staff.

All employees who are not members of STRS, or an alternative qualified retirement plan must contribute to the federal social security system to the extent required by federal law. FRCS will make all employer contributions as required by STRS, PERS, and federal social security laws. Certificated staff will have STRS and classified staff will have PERS. FRCS will make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

## **Element 12: Attendance Alternatives**

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

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

Students who opt not to attend FRCS may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of Chico Unified School District or their district of residence.

Parents/guardians are hereby informed that students have no right to admission in a particular school in any district as a consequence of enrollment in FRCS.

### **Element 13: Right to Return as District Employee**

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

*A description of the rights of any CUSD employee upon leaving the employment of the District to work in a charter school, and of any rights of return to the District after employment at a charter school.*

Teachers hired outside of Chico Unified School District have no rights to employment within CUSD in the event of charter school closure, dismissal or the voluntary termination of said teacher.

## **Element 14: Dispute Resolution Procedures**

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

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

### **Intent**

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

### **Public Comments**

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

### **Disputes Arising from within the School**

Disputes arising from within FRCS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the Charter School.

The District shall not intervene in any such internal disputes without the consent of the governing board or Principal and/or Executive Director of FRCS for resolution pursuant to the school's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the Charter School has requested the District to intervene in the dispute.

### **Disputes between FRCS and CUSD**

In the event that FRCS or CUSD have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between FRCS or CUSD, the staff and governing board members of the school and district agree to first frame the issue in written format and refer the issue to the Superintendent of the District and Principal and/or Executive Director of the school. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Principal and/or Executive Director and Superintendent or designee shall informally meet and confer in a timely fashion in an attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent of the District and the Principal and/or Executive Director of the school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and Principal and/or Executive Director shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and Principal and/or Executive Director. The findings or recommendations, if any, of the mediator shall be non-binding, unless the governing boards of the school and grantor jointly agree to bind themselves.

#### **Oversight, Reporting, Revocation, and Renewal**

The Chico Unified School District may inspect or observe any part of the school at any time, but if possible, the School requests reasonable notice to the Principal and/or Executive Director of FRCS prior to any observation or inspection. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by CUSD without the mutual consent of the governing board of FRCS.

If the governing board of the District believes it has cause to revoke this charter, it shall proceed through the multi-step revocation process contained in Education Code Section 47607.

CUSD agrees to receive and review the annual fiscal and program audit and annual performance report as specified in Element 9. Within two months of the receipt of this annual review, CUSD must notify the governing board of FRCS as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions.

### **Element 15: Exclusive Employer**

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

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

The Forest Ranch Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

## **Element 16: School Closure**

### **Governing Law: Education Code Section 47605(b)(5)(P)**

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

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

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

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



of Charter School students. All 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 Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. 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.

## **Element 17: Special Education and Section 504 Students**

### **Governing Law: CA Education Code 47642**

*Notwithstanding Section 47651, all state and federal funding for Special Education apportioned on behalf of pupils enrolled in a charter school shall be included in the allocation plan adopted pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both, by the Special Education local plan area that includes the charter school.*

FRCS is committed to high levels of academic success for all students, including students with disabilities. FRCS shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”). FRCS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by FRCS shall be accessible for all students with disabilities.

FRCS shall be categorized as a public school of the District in accordance with Education Code § 47641(b). However, FRCS reserves the right, in the future, to make written verifiable assurances that FRCS shall become an independent LEA and join a SELPA pursuant to Education Code § 47641(a) either on its own or with a grouping of charter school LEA’s as a consortium.

FRCS shall comply with all state and federal laws related to the provision of special education instruction and related services. FRCS will follow the District and SELPA policies and procedures, and will 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 maintaining the confidentiality of pupil records. FRCS will request an annual meeting with the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that FRCS and the District have an ongoing mutual understanding of District protocol and to facilitate ongoing compliance. FRC agrees to comply with the Butte County SELPA Charter School Policy.

FRC will submit an application to the Butte County SELPA Governing Board no later than February 1<sup>st</sup> of the school year one year prior to the school year in which the charter school anticipates operating as an LEA within the SELPA.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code § 47641(b), in accordance with Education Code § 47646 and 20 U.S.C. 1413, FRCS seeks services from the District for special education students enrolled in FRCS in the same manner as is provided to students in other District schools. FRCS 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 maintaining the confidentiality of pupil records. FRCS 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. FRCS will request an annual meeting between FRCS and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that FRCS and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as FRCS functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code § 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the CUSD and FRCS 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 FRCS. We envision the relationship for special education to follow the language and intent of Education Code § 47646 and 20 U.S.C. 1413 as follows:

- The District retains the special education funds for the students of FRCS;
- The District provides services to the students of FRCS in the same manner as other students of the District;
- FRCS pays the District, a pro-rata share of the overall District encroachment for special education.

FRCS is ready to discuss this arrangement, or a mutually agreed upon reasonable alternative in our discussions with the District to develop the MOU.

### **Referral for Assessment**

A referral can be made by a parent, guardian, foster parent, teacher or other service provider of the student, consistent with the limitations contained in Federal Law. The referral process will include an examination of pre-screening data (e.g. tests scores, teacher observations, grades, response to initial intervention) as well as Student Study Team results and observations. If SST concludes that assessment is warranted, FRCS will inform parents that special education services are provided at no cost to them and obtain written permission to provide student with formal assessment.

### **Development and Instruction of IEP**

Administrative personnel of Forest Ranch Charter in conjunction with CUSD will schedule, coordinate and facilitate the IEP (Individualized Educational Program) meeting. Each student who is referred for formal assessment will have an IEP that documents assessment results and determines eligibility for education services. If the student is eligible for services, FRCS will provide those services in accordance to the students IEP. The IEP will include the following:

- Rational for placement decision;
- The student's IEP will designate services the student is eligible for, when services should begin, how often those services should be delivered and where and by whom they should be provided;
- Annual goals and short term objectives focusing on the student's current performance level and
- How students progress will be measured and monitored.

FRCS will provide appropriate services in the manner designated in the IEP. The School will provide students with IEP's services in the Least Restrictive Environment (LRE).

Every student at FRCS with an IEP will have an IEP team that oversees the implementation and progress of the IEP. The IEP team shall meet the requirements of Education Code Section 56341 which requires the following individuals: 1) one or both of the pupils parents or guardians, a representative selected by a parent, or both; 2) the student as appropriate; 3) not less than one regular education classroom teacher serving that student; 4) not less than one special education teacher of the pupil or if appropriate not less than one special education provider; 5) an individual who is qualified to interpret the instructional implications of the assessment results; and 6) a representative of the LEA who meets all of the following: a) qualified to provide or supervise the

provision of specially designed instruction to meet the unique needs of individuals with exceptional needs; b) is knowledgeable about the general education curriculum; c) is knowledgeable about the availability of resources of the LEA.

Parents or the School or District may choose to bring educational individuals who have knowledge or special expertise regarding the pupil as appropriate as determined by the inviting party. FRCS feels parents are crucial in these meetings and will make every effort to involve parents in a manner that is respectful and supportive of their families needs (scheduling and otherwise). If required the School will provide an interpreter to ensure non-English speaking families understand and can participate in the process. If the parent is unable to attend, school personnel will ensure that parent is informed and involved in the process through phone or email communications.

Forest Ranch Charter will hold IEP meetings according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- After the student has received a formal assessment or a reassessment;
- When the parent or teacher feels the student has shown significant educational growth or lack of appropriate progress;
- When a special education student has been suspended, particularly if they have shown a pattern of misbehavior, to determine if change to the IEP is required to address the misbehavior and
- Prior to the expulsion of a student with an IEP to determine if the student's misconduct may have been resulting from his/her disability.

#### **Individualized Education Program (IEP) Transfer § 56325**

In the case of an individual with exceptional needs who has an IEP and transfers to FRCS from a district operating programs under the same SELPA within the same year, the FRCS will continue without delay, to provide services comparable to those described in the existing approved and implemented IEP, unless the parent, and LEA agree to develop, adopt, and implement a new IEP.

In the case where an individual with exceptional needs who has an IEP and transfers to FRCS from a district not operating under the same SELPA in which the individual was enrolled within the same year, FRCS 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, for a

period not to exceed 30 days, by which time the LEA shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP.

To facilitate the transition for an individual with exceptional needs, FRCS will take reasonable steps to promptly respond to the request from the new school in which the pupil enrolls. FRCS will also promptly ask for records from a preceding school of a new enrollment of an individual with exceptional needs who has an IEP.

### **IEP Review**

IEP review will be performed in accordance to state and federal law, meeting at least once a year to ensure IEP goals are being met.

### **Due Process**

In addition to the due process hearing rights enumerated in Education Code Section §56501 the following due process rights extend to the pupil and the parent:

- Written notice of parent's rights
- Right to initiate Referral
- Right to Independent Education Assessment
- Right to Participate in IEP Development and to be informed of Free Appropriate Public Education and Alternative Programs
- Written Parental Consent Before Any Assessment is Conducted
- Written Parental Consent Before Pupil is placed in Special Education Program
- Use of Attorney
- Award of Attorneys' fees
- Court may award reasonable attorneys' fees under certain circumstances
- Restriction on Use of Federal Funds
- The Hearing decision shall indicate extent to which each party prevailed
- Training materials for alternative resolution of differences
- Parent may file a separate due process hearing on a separate issue

FRCS in accordance with Education Code Section 47646(c), will contribute an equitable share of our Charter School Block Grant funding to support district wide special education instruction and services for pupils with disabilities enrolled in the Charter.

Pursuant to Title 20 of the United States Code Section 1415, prior written notice will be given by FRCS to parents or guardians of an individual with exceptional needs, or to the parents or guardians of a child upon initial referral for assessment, and when we propose to initiate or change, or refuse to initiate or change, the identification, assessment, or educational placement of the child, or the provision of a free appropriate public education to the child.

A pupil shall qualify as an individual with exceptional needs, pursuant to Education Code Section §56026, if the results of the assessment as required by Section 56320 demonstrate that the degree of the pupil's impairment (e.g. hearing, hearing and visual, language or speech, visual impairment, severe orthopedic impairment, other health impairments, autistic-like behavior, below average general intellectual functioning, serious emotional disturbance, and specific learning disabilities) requires special education.

A reassessment shall be conducted if the LEA determines that the educational or related services needs, including improved academic achievement and functional performance, of the pupil warrant a reassessment, or if the pupil's parents or teach requests a reassessment.

FRCS will notify the SELPA Director CUSD of intent prior to February 1<sup>st</sup> of the preceding school year, with the exception of 2008/2009 school year.

FRCS shall have the legal authority to pursue independent local education agency (LEA) status pursuant to Education Code Section §47641(a), and/or special education local plan area (SELPA) status.

#### **Transfer of Records**

Upon receipt of a request from an educational agency where a former FRCS student with exceptional needs has enrolled, FRCS shall send the pupil's special education records, or a copy thereof, within five working days.

#### **Section 504**

Pupils who enroll in FRCS and are potentially in need of Section 504 services will be the responsibility of the Forest Ranch Charter School.

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability may, 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. Any student, who has



an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

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

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- c. Tests are selected and administered so as 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 notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the

student for special education per the IDEIA, a referral for special education assessment 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") at the Charter School. The 504 team shall determine which charter school staff member is responsible for providing services and/or accommodations under the plan. In identifying necessary accommodations and services to develop 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 modification and services that may be necessary to allow the disabled student access to the Charter School. The Charter School understands it is entire responsible for compliance with Section 504, including by way of implementing 504 Plans.

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 the 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. The student's 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to: examine relevant records, have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel, have the right to file a Uniform Complaint pursuant to school policy, and seek review in federal court if the parents/guardians disagree with the hearing decision.

If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504,

he/she may request a hearing to initiate due process procedures. The Section 504 Policy and Procedures shall outline the alternative dispute resolution process and the hearing process to deal with any such complaints.

## **Element 18: Additional Conditions**

### **Annual Performance Audits**

- FRCS will review components of renewal Charter Petition for compliance
- Determine if goals are being met; review all state and federal student assessment data and reports
- Summarize major decisions made/policies established by the board
- Provide data on parent involvement
- Provide summary of annual student/parent survey
- Provide data regarding number of staff, qualifications and credentials
- Copy health/safety procedures with summary of major changes
- Review the suitability of facility in terms of health and safety
- Review the suitability of facility in terms of educational utility
- Review copies of all required documentation (e.g. budget reports, financial projections, leases, insurance, etc.)
- Provide number of students enrolled, waiting lists, expulsions/suspensions
- Review of any internal/external dispute resolutions
- Arrange a site visit by granting agency including observation of instructional program

### **Facilities Location and Proposition 39:**

In compliance with Education Code §47605 (a) (1) and (g), Forest Ranch Charter will keep CUSD informed of all changes to the number and location of facilities where it operates. For purposes of space provided by the CUSD under Proposition 39, the offering of the facilities by CUSD and acceptance of the facilities by FRCS will meet the requirement for making a material change to the charter.

### **Term of the Charter**

The requested term of the charter shall be five years which is the limit available under Education Code Section §47607.

### **Renewal of Charter**

The requested term of this charter will be for a period of five years commencing on July 1, 2010 and ending June 30, 2015 unless renewed. FRCS and CUSD agree to work together to accomplish all tasks necessary to fully implement this

charter, including, but not limited to, the submission of any necessary and duly prepared waiver requests to the State Board of Education.

CUSD agrees to receive and review the annual fiscal audit and performance report as specified in Section 9. Within two months of the receipt of these annual reports, CUSD will notify in writing the Governing Board of FRCS if it does not consider the school to be making satisfactory progress relative to the goals specified in this charter. This notification will include a specific listing and description of any areas of concern.

FRCS may request from the CUSD a renewal, material revision or amendment of the charter at any time prior to expiration. A renewal request should be presented by the FRCS no later than 120 days prior to the expiration of the charter. The CUSD agrees to hear and render a decision regarding a renewal, material revision or amendment to the charter pursuant to the criteria and standards as specified in the Charter Schools Act, Education Code Section §47605.

#### **Insurance/Loans/Lines of Credit**

The FRCS shall maintain adequate property and liability insurance, naming the CUSD, its officers, employees, volunteers, and agents, as additional insured. Types and amounts are agreed upon in an operational agreement between the District and FRCS. Consistent with Education Code Section §47604 (c) CUSD shall not be held liable for FRCS' debts or obligations or for claims arising from the performance of the acts, errors or omissions by the charter school. Proof of insurance shall be provided to CUSD prior to the opening of school and thereafter each July 1<sup>st</sup>.

#### **No Child Left Behind**

The Forest Ranch Charter School will comply with the requirements of the No Child Left Behind Act, to the degree they are applicable to charter schools.

#### **Severability**

If any provision or any part of this agreement is for any reason held to be invalid and/or unenforceable, or contrary to public policy, law, or statute and/or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.

## ***Exhibit A***

### **Employees**

**Theresa Palmarini – Kindergarten**

**Mallory Lyons – 1<sup>st</sup> Grade/ 2<sup>nd</sup> Grade**

**Lisa Matoes – 3<sup>rd</sup> Grade/ 4<sup>th</sup> Grade**

**Adrienne Jimmerson – 5<sup>th</sup> Grade/ 6<sup>th</sup> Grade**

**Christia Marasco – Director**

## ***Exhibit B***

### **Board Members**

**Chair – Kiersten Crane Morgan**

Bachelors of Architecture

Beaumont-Wilshire Neighborhood Assoc. – Board member 7 years, 2 as Chair

Women’s Club Secretary effective June 2008

Forest Ranch Realtor

**Vice Chair –Dave Foreman**

Administrator CSU Chico

Past Board member and Treasurer for Forest Ranch Community Association

Past Site Council member for Forest Ranch Elementary School

Volunteer at Forest Ranch Elementary School for past 18 years

**Treasurer – Lisa Speegle**

B.S. Business Administration (emphasis in MIS, minor in Computer Science)

Director of Operations, Replication Technology Inc. – (1991-2002)

Forest Ranch Elementary PTO Treasurer – 1995-1999

Northern California National Bank, Finance & Loans, 2007 - current

**Secretary – Diana Burgon**

Shelly Whipple

Melinda Boyd

Gene Rolls

Lisa Matoes

**BYLAWS**  
**OF**  
***Forest Ranch Charter School***

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I**  
**NAME**

Section 1. NAME. The name of this corporation is Forest Ranch Charter School.

**ARTICLE II**  
**PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 15511 Nobel Ave, Suite A, Forest Ranch, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III**  
**GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Forest Ranch Charter School (“Charter School”), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE V  
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI  
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

**ARTICLE VII  
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.



Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of Directors shall be no less than 7 and no more than 11, unless changed by amendments to these bylaws; provided that one non-voting seat shall be reserved, at all times, for the representative selected by the granting agency pursuant to California Education Code Section 47604(b). The Board of Directors will consist of:

- Four (4) parents of actively enrolled students of Forest Ranch Charter School. One parent representative will represent the Parent Teacher Partnership.
- Three (3) community members,
- One (1) classroom teacher elected by faculty.<sup>2</sup>
- One (1) educational professional.

In the first year of operation 4 parent Directors and 3 community Directors will be elected by the Steering Committee and the remaining Directors will be elected by the Board. In following years the parent members will be elected by parents/guardians of FRC pupils and the community members will be elected by the Forest Ranch Community Association, the classroom teacher will be elected by faculty and the educational professional will be elected by the Board.

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<sup>2</sup> In the event that AB 1772 is approved, the bylaws will be amended to reflect that no employees of Forest Ranch Charter School will serve as Directors.

Except for the initial Board of Directors, each Director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) year(s) and until a successor Director has been designated and qualified. The initial Board of Directors shall serve staggered three (3), two (2) or one (1) year terms as drawn by lot, with one-third (1/3) of the Directors serving a three (3) year term, one-third (1/3) of the Directors serving a two (2) year term and one-third (1/3) of the Directors serving a one (1) year term. A Director may not serve more than nine consecutive years.

The Board of Directors shall be as follows:

Kiersten Crane Morgan, Chair	Gene Rolls
Dave Foreman, Vice-Chair	Shelly Whipple
Lisa Speegle, Chief Financial Officer	Melinda Boyd
Diana Burgon, Secretary	

Section 4. **RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. **DIRECTORS' TERM.** Each Director shall hold office for 3 years and until a successor Director has been designated and qualified.

Section 6. **NOMINATIONS BY COMMITTEE.** The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of Directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. **USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** If more people have been nominated for Director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a

duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Directors; or (d) the failure of the members, at any meeting of members at which any Director or Directors are to be elected, to elect the number of Directors required to be elected at such meeting; (e) termination of employment with Forest Ranch Charter School;<sup>3</sup> and (f) for parent representative Directors, the failure to have at least one child attending Forest Ranch Charter School.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Director may resign if the corporation would be left without a duly elected Director or Directors.

Section 11. REMOVAL OF DIRECTORS. Any Director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors then in office is less than a quorum, by (a) the unanimous consent of the Directors then in office, (b) the affirmative vote of a majority of the Directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining Director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation or Forest Ranch Community Center. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California

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<sup>3</sup> In the event that AB 1772 is approved, the bylaws will be amended to reflect that no employees of Forest Ranch Charter School will serve as Directors.

Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (“Brown Act”). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or the President, or the Secretary. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each Director at the Director’s address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation’s records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- d. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the

general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the voting Directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. Should there be fewer than a majority of the Directors present at any meeting, the meeting shall be adjourned. Voting Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>4</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- e. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>5</sup>

Section 21. ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as Directors or officers, and such

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<sup>4</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>5</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting of a Committee Chair and, if the Committee Chair is not a Director, a Director Liaison, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of Directors. The Board of Directors may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the Directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its Directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Actions and activities of committees shall be reported in summary to the Board, by the Committee Chair or Director Liaison, at each regular Board meeting. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of this corporation shall be a Chair, a Secretary, and a Chief Financial Officer. The corporation, at the Board’s direction, may also have one or more Vice-Chairs, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the Chair.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chair or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIR. The Chair shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. VICE-CHAIR. If the Chair is absent or disabled, the Vice-Chair, in order of their rank as fixed by the Board, shall perform all duties of the Chair. When so acting, a Vice-Chair shall have all powers of and be subject to all restrictions on the Chair. The Vice-Chair shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings 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; the notice given; and the names of the Directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to Directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the Chair of the Board and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the



corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. **CONTRACTS WITH DIRECTORS.**<sup>6</sup> The Corporation shall not enter into a contract or transaction in which a Director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors are Directors have a material financial interest) unless all of the following apply:

- a. The Director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The Director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested Director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more

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<sup>6</sup> In the event that AB 1772 is approved, the bylaws will be amended to ensure compliance with Government Code Section 1090.

Directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

**ARTICLE X  
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-Director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Forest Ranch Charter School Conflict of Interest Policy have been fulfilled.

**ARTICLE XI  
LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XII  
INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIII  
INSURANCE**

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, officers,

employees, and other agents, to cover any liability asserted against or incurred by any Director, officer, employee, or agent in such capacity or arising from the Director's, officer's, employee's, or agent's status as such.

#### **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board; and
- c. Such reports and records as required by law.

#### **ARTICLE XV INSPECTION RIGHTS**

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every Director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Director's interest as a Director. Any such inspection and copying may be made in person or by the Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any Director, furnish to that Director a copy of the articles of incorporation and bylaws, as amended to the current date.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each Director and furnish to each Director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1) Any Director or officer of the corporation, its parent, or subsidiary (but mere common Directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons

involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

**ARTICLE XVII**  
**BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the Directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Forest Ranch Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

**ARTICLE XVIII**  
**FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

## ***Exhibit C***

### **Policy Development**

Charter Development Committees have completed or are in the process of completing the following list of policies.

APPROVAL AND REVIEW MATRIX FOREST RANCH CHARTER SCHOOL OPERATING POLICIES	ADOPTION DATE
1000 - BOARD GOVERNANCE	
1010 - Conflict of Interest	11/18/08
Annual Organizational Meeting	
Board Governance Standards	
Board Operations	
Claims and Actions Against the School	
Code of Ethics for Board Members	
Governance Framework	
Governing Board Meeting Agendas and Supporting Information	
1090 - Joint Venture	5/19/09
Powers and Duties of the Board	see bylaws
Procedure for Policy Adoption	
Regular and Special Board Meetings	see bylaws
2000 - PERSONNEL POLICIES (IN EMPLOYEE HANDBOOK)	
At -Will Employment	3/3/09
Modifications	3/3/09
Equal Employment Opportunity Policy	3/3/09
Prohibition of Harassment	3/3/09
Certification and Licensure	3/3/09
Clerical, Other Staff, Substitutes, and Consultants	3/3/09
Employee Reviews and Evaluations	3/3/09
Personnel Files and Record Keeping Protocols	3/3/09
Child Neglect and Abuse Reporting	3/3/09
Conflict of Interest	3/3/09
Attendance and Tardiness	3/3/09
Drug Free Workplace	3/3/09
Confidential Information	3/3/09
Use of E-Mail, Voicemail and Internet Access	3/3/09
Hours of Work, Overtime and Paydays	3/3/09
Smoking	3/3/09
Personal Business	3/3/09
Health and Safety Policy	3/3/09
TB Testing	3/3/09
Criminal Background Checks	3/3/09

Security Protocols	3/3/09
Payroll Withholdings	3/3/09
Expense Reimbursements	3/3/09
Academic Freedom	3/3/09
Medical Coverage	3/3/09
Holidays	3/3/09
Vacation	3/3/09
Personal Leave	3/3/09
Unpaid Leave of Absence	3/3/09
Family Care and Medical Leave	3/3/09
Pregnancy Disability Leave	3/3/09
Jury and Witness Duty	3/3/09
Voting Time Off	3/3/09
Bereavement Leave	3/3/09
Misconduct Subject to Discipline or Dismissal	3/3/09
Non-Disclosure of Personnel Information	3/3/09
Resignation	3/3/09
Retirement	3/3/09
Salary and Benefits in the Event of Termination	3/3/09
3000 - STUDENT POLICIES (see student handbook for now)	
3010 - Admissions and Enrollment	2/3/09
3020 - Bus Rider Priority	2/3/09
3000 - Attendance (in student handbook)	8/25/09
Differential Standards/Standards of Proficiency for Special Education	see charter
Educational Records and Student Information	
Freedom of Expression Policy	
3000 - Health Examinations and Immunizations (in student handbook)	8/25/09
Identification of Individuals for Special Education Policy	see charter
Identification of Individuals for Special Education Procedures	see charter
Individualized Education Program Policy	see charter
Individualized Education Program Procedures	see charter
3000 - Internet Use Policy and Agreement (in student handbook)	8/25/09
Policy Against Plagiarism	
Procedural Safeguards and Complaints for Special Education	
Procedural Safeguards Notice	
3000 - Pupil Suspension / Expulsion Policy & Procedures (in student handbook)	8/25/09
Student Complaints	
3000 - Student Dress Code (in student handbook)	8/25/09
Sexual Harassment Policy	7/22/08
Sexual Harassment Procedures	

Student Organizations and Clubs

4000 - CURRICULUM AND INSTRUCTION

Assessments and Examinations

Curriculum Assessment

Curriculum Development and Modification

Field Trips and Excursions

Graduation Requirements

4060 - Independent Study

9/22/09

Interscholastic Sports

School Calendar

5000 - SCHOOL SAFETY

Administration of Medications and First Aid

see IIPP

Emergency Plans

see IIPP

Health Care and Emergencies

see IIPP

6000 - FACILITIES/OPERATION

Acceptance of Gifts

Capital Expenditures

Community Use of Facilities

6040 - Compensation Review

5/19/09

Drop-Off and Pick-Up of Students & Parking

6050 - Document Retention / Destruction Policy

5/19/09

Facilities Development

6070 - Gift Receiving

5/19/09

Public Solicitations on School Grounds

Registration of Visitors/Guests

6090 - Whistleblowers

5/19/09

7000 - BUDGET

7010 - Fiscal Control (Accounting Policy)

4/28/09

7010 - Fiscal Control (Auditing Policy)

4/28/09

7010 - Fiscal Control (Contract Purchases Policy)

4/28/09

7010 - Fiscal Control (Disposal of School Property)

4/28/09

7010 - Fiscal Control (Expenditures/Spending Authority)

4/28/09

7010 - Fiscal Control (Fiscal Policies)

4/28/09

7010 - Fiscal Control (Investment Policy)

4/28/09

7010 - Fiscal Control (Payment for Goods and Services Procedures)

4/28/09

7010 - Fiscal Control (Payroll Procedures)

4/28/09

7010 - Fiscal Control (Purchasing Policy)

4/28/09

7010 - Fiscal Control (Reserves Policy)

4/28/09

7020 - Expense Reimbursement

5/19/09



Bidding Policy

Budget Development Policy (Budget Hearings, Budget Adoption Procedures)

## ***Exhibit D***

*Services to be contracted with CUSD*

Special Education

SELPA

Leasing of Facility

Resource

*Consulting Services*

Auditor –Dawn Buchanan, Matson and Isom

Admin – Bruce Crist, Innovative Education Solutions

Attorney -Jerry Simmons, Middleton, Young, and Minney

# Exhibit E

## Yearly Calendar

August 2009 - July 2010

### August 2009 1

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### September 2009 2

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27	28	29	30			

### October 2009 3

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25	26	27	28	29	30	31

### November 2009 4

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29	30					

### December 2009 5

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### January 2010 6

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31						

### February 2010 7

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28						

### March 2010 8

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28	29	30	31			

### April 2010 9

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25	26	27	28	29	30	

### May 2010 10

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23	24	25	26	27	28	29
30	31					

### June 2010 11

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20	21	22	23	24	25	26
27	28	29	30			

### July 2010 12

S	M	T	W	Th	F	Sa
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- First and Last Day of School
- Holidays
- Trimester End
- Parent Teacher Conference Day

178 days  
instrucional minutes  
K minutes

Half days school ends at 12:00pm

Staff development day

**Snow days = 2**

## ***Exhibit F***

Life Skill and Lifelong Guidelines

Life Long Guidelines (5):

Trustworthiness

Truthfulness

Active Listening

No Put-downs

Personal Best: In putting forth our personal best, we rely on the life skills to guide us.

Life Skills (18):

Integrity, Initiative, Flexibility, Perseverance, Organization, Sense of Humor, Effort, Common Sense, Problem Solving, Responsibility, Patience, Friendship, Curiosity, Cooperation, Caring, Courage, Pride, Resourcefulness.

## *Exhibit G*

# **Forest Ranch Charter School Curriculum**

## **Second Grade**

FRC School is committed to supporting the developing child's social, emotional and cognitive growth by providing an enriching environment that fosters an excitement about learning and allows for varied learning experiences to meet the diverse needs of our students. As in the earlier grades students will continue to learn skills through movement, music, art, story and creative play activities. During the second grade children will learn about extraordinary people throughout world history and continue to explore virtuous characters across literary genres. Children will continue to work towards greater implementation of the lifelong guidelines and life skills while moving into more detailed collaborative work and taking greater responsibility towards their own learning and classroom leadership. Emphasis will be placed on the development of more complex inquiry activities incorporating the multiple intelligences and a greater use of technology and service learning projects.

As in earlier grades, students who are at risk or have had trouble meeting state standards will receive individualized support in the areas of need. In addition, English Language Learners will have CELDT (California English Language Development Test) administered at the beginning of the school year to determine the current level of support needed. SDAEI teaching strategies will be built into daily lesson plans when ELL students are in a class.

### *English/Language Arts*

During this year second graders will hone their reading skills. Children will continue to engage in daily, differentiated practice surrounding phonemic awareness, phonics and decoding. By the end of second grade most children should be fluent readers who are able to read and understand grade level material. Second graders will spend a significant portion of their day reading and improving their writing skills. Second Graders will also receive direct instruction in grammar, spelling, vocabulary and handwriting.

Teachers will have access to an anthology series (e.g. Houghton Mifflin Harcourt), Reading A-Z, First Language Lessons, and a variety of other programs to choose from when developing their lessons. (Please note: We are deciding on anthology with teachers.)

### *Reading/Comprehension/Literature*

Children will continue to work towards automaticity in decoding skills with systematic daily instruction to enhance word-recognition fluency. Children who have not mastered the first grade standards will need to achieve mastery before moving on to more advanced work.

Second grade will continue to provide a rich literary environment where children are exposed to ideas and vocabulary from a wide variety of genres. Chosen literature will include works that continue to connect topics from other areas of study (Science, Social Studies, Math, etc.) as well as developmentally appropriate children's classics, poetry and contemporary works. This year students will focus on both fiction and non-fiction material that expands their understanding of virtuous behavior and encourages internalization of these traits. Extension activities in art, dramatic play, music, science and environmental studies will strengthen the second graders understanding and analysis of literary works and increase their verbal skills. Second Graders will continue to practice identifying the plot, setting and characters in a story. By the end of the year children will be able to compare and contrast these elements across stories. Students will also work to explain material learned from a text in their own words, retell stories, answer how, what, why and what if questions about readings and determine cause and effect relationships in the text.

### **READING1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. *Decoding and Word Recognition*

1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/per*; vowel-consonant/consonant-vowel = *sup/per*).

1.3 Decode two-syllable nonsense words and regular multisyllable words.

1.4 Recognize common abbreviations (e.g., *Jan.*, *Sun.*, *Mr.*, *St.*).

1.5 Identify and correctly use regular plurals (e.g., *-s*, *-es*, *-ies*) and irregular plurals (e.g., *fly/flies*, *wife/wives*).

1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

*Vocabulary and Concept Development*

1.7 Understand and explain common antonyms and synonyms.

1.8 Use knowledge of individual words in unknown compound words to predict their meaning.

1.9 Know the meaning of simple prefixes and suffixes (e.g., *over-*, *un-*, *-ing*, *-ly*).

1.10 Identify simple multiple-meaning words.

**2.0 Reading Comprehension** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

### *Structural Features of Informational Materials*

2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

#### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.2 State the purpose in reading (i.e., tell what information is sought).

2.3 Use knowledge of the author's purpose(s) to comprehend informational text.

2.4 Ask clarifying questions about essential textual elements of exposition (e.g., *why, what if, how*).

2.5 Restate facts and details in the text to clarify and organize ideas.

2.6 Recognize cause-and-effect relationships in a text.

2.7 Interpret information from diagrams, charts, and graphs.

2.8 Follow two-step written instructions.

**3.0. Literary Response and Analysis** Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. *Narrative Analysis of Grade-Level-Appropriate Text*

3.1 Compare and contrast plots, settings, and characters presented by different authors.

3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

3.3 Compare and contrast different versions of the same stories that reflect different cultures.

3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

### **Writing**

As in earlier grades students will receive regular practice in writing, which will be integrated throughout the curriculum. Children will have daily opportunities to engage in writing in various, meaningful situations. In second grade students will write brief stories, poems, letters, descriptions, and short books to display their learning. Particular emphasis will be placed on learning the components of and being able to write both a friendly letter and a simple narrative. Step up to Writing is one of the resources teachers will have available when developing their writing program. Systematic instruction in the writing process (pre-writing, rough draft, revising and editing successive editions) will be introduced and students will move from sentences to paragraphs. Children will also keep daily, reflective journals as well as nature logs and science journals. State standards will be woven throughout the curriculum with children working towards mastery of concepts in writing strategies, writing applications and writing conventions.

In second grade children will continue to engage in a variety of fine motor activities developed to enhance writing skills. Children will continue to practice penmanship working to further refine their printing skills. Children will receive instruction in cursive writing, incorporating this into their daily work as they achieve greater degrees of proficiency. Teachers will continue to use materials from the Handwriting Without Tears series.

Second graders will have weekly grammar lessons incorporated into language arts time and when appropriate integrated into daily inquiry activities. Children will learn to identify and use nouns and verbs, moving to other parts of speech as these are mastered. Easy Grammar is one of the programs being used for grammar instruction.

## **WRITING**

**1.0 Writing Strategies** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

### *Organization and Focus*

1.1 Group related ideas and maintain a consistent focus.

### *Penmanship*

1.2 Create readable documents with legible handwriting.

### *Research*

1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

### *Evaluation and Revision*

1.4 Revise original drafts to improve sequence and provide more descriptive detail.

**2.0 Writing Applications (Genres and Their Characteristics)** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade two outlined in Writing Standard 1.0, students:

2.1 Write brief narratives based on their experiences:

- a. Move through a logical sequence of events.
- b. Describe the setting, characters, objects, and events in detail.

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS** The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

**1.0 Written and Oral English Language Conventions** Students write and speak with a command of standard English conventions appropriate to this grade level.

### *Sentence Structure*

1.1 Distinguish between complete and incomplete sentences.

1.2 Recognize and use the correct word order in written sentences.

### *Grammar*

1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

### *Punctuation*

1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.

1.5 Use quotation marks correctly.

#### *Capitalization*

1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

#### *Spelling*

1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).

1.8 Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.

### **Speech/Language and Listening Skills**

As with reading and writing, opportunities for continued development of speech, language and listening skills will be integrated throughout the curriculum. Children will continue activities such as: the recitation of poems, rhymes and songs, cooperative learning groups to stimulate verbal interaction, teacher and child directed dramatic activities, and active listening during story time. In second grade children will begin to share material learned through simple oral reports delivered individually, with partners and in small learning clubs. Children will have the opportunity to learn and use power point in their presentations.

English/Language Arts Objectives will meet or exceed all state standards. California State Standards are as follows:

### **LISTENING AND SPEAKING**

**1.0 Listening and Speaking Strategies** Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### *Comprehension*

1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).

1.2 Ask for clarification and explanation of stories and ideas.

1.3 Paraphrase information that has been shared orally by others.

1.4 Give and follow three- and four-step oral directions.

#### *Organization and Delivery of Oral Communication*

1.5 Organize presentations to maintain a clear focus.

1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

1.7 Recount experiences in a logical sequence.

1.8 Retell stories, including characters, setting, and plot.

1.9 Report on a topic with supportive facts and details.

**1.0 Speaking Applications (Genres and Their Characteristics)** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:



2.1 Recount experiences or present stories:

- a. Move through a logical sequence of events.
- b. Describe story elements (e.g., characters, plot, setting).

2.2 Report on a topic with facts and details, drawing from several sources of information.

### Math

In second grade children continue to learn and practice math skills through a wide range of materials and experiences. Mathematics activities will be woven through the curriculum in a manner that makes content more meaningful. Whenever possible, real-life experiences and hands-on activities will be used so that children make purposeful connections surrounding the math concepts being taught. Time will be allowed for daily math instruction consisting of both incremental review and problem solving activities. Math facts will be practiced daily in various ways to stimulate the multiple intelligences. Children will be given ample opportunity to practice new skills and gain mastery of the concepts. Math instruction will be differentiated so that all children are challenged at a level that is optimal for their personal development. Our primary Math Program is SadlierOxford. In addition, teachers have a wide range of supplementary and hands on resources to pull from including Marci Cook, Montessori manipulatives and materials from Critical Thinking Company. Teachers also have access to a range of standard based software and online math activities.

In second grade children: read, write, order and compare numbers up to 1000, continue work with adding and subtracting and begin to multiply and divide, students will continue an introduction to fractions and be introduced to the concept of decimals, solve problems with money being able to use the \$ and ¢ signs, continue learning time, calendar, English and metric skills, continue work with geometric principles (e.g. plane and solid figures, identify lines of symmetry etc.), learn to count with a tally, use graphs and ask and answer simple questions related to data representations.

Math Objectives will meet or exceed all state standards. California State Standards are as follows:

### **Number Sense**

#### **1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:**

1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.

1.2 Use words, models, and expanded forms (e.g.,  $45 = 4 \text{ tens} + 5$ ) to represent numbers (to 1,000).

1.3 Order and compare whole numbers to 1,000 by using the symbols  $<$ ,  $=$ ,  $>$ .

#### **2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:**

2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for  $8 + 6 = 14$  is  $14 - 6 = 8$ ) to solve problems and check solutions.

2.2 Find the sum or difference of two whole numbers up to three digits long.

2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.

### **3.0 Students model and solve simple problems involving multiplication and division:**

3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.

3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

3.3 Know the multiplication tables of 2s, 5s, and 10s (to “times 10”) and commit them to memory.

### **4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:**

4.1 Recognize, name, and compare unit fractions from  $\frac{1}{12}$  to  $\frac{1}{2}$ .

4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).

4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

### **5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:**

5.1 Solve problems using combinations of coins and bills.

5.2 Know and use the decimal notation and the dollar and cent symbols for money.

### **6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:**

6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch).

## **Algebra and Functions**

### **1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:**

1.1 Use the commutative and associative rules to simplify mental calculations and to check results.

1.2 Relate problem situations to number sentences involving addition and subtraction.

1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.

## Measurement and Geometry

**1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:**

- 1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.
- 1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
- 1.3 Measure the length of an object to the nearest inch and/or centimeter.
- 1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
- 1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).

**2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:**

- 2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.
- 2.2 Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

## Statistics, Data Analysis, and Probability

**1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:**

- 1.1 Record numerical data in systematic ways, keeping track of what has been counted.
- 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).
- 1.3 Identify features of data sets (range and mode).
- 1.4 Ask and answer simple questions related to data representations.

**2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:**

- 2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 . . . ; the number of ears on one horse, two horses, three horses, four horses).
- 2.2 Solve problems involving simple number patterns.

## Mathematical Reasoning

**1.0 Students make decisions about how to set up a problem:**

- 1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools, such as manipulatives or sketches, to model problems.

### **2.0 Students solve problems and justify their reasoning:**

2.1 Defend the reasoning used and justify the procedures selected.

2.2 Make precise calculations and check the validity of the results in the context of the problem.

### **3.0 Students note connections between one problem and another.**

#### **Social Studies**

Social Studies will be a central part of the second grade curriculum utilizing thematic units to teach important concepts in this area. These studies will be used as a basis for much of the students' literary activities. Second grade social studies will focus on lives of extraordinary people throughout time and locales. Stories of these people will lead to study in geography, timelines, economics and government. Teachers will organize their thematic units around the concept of virtuous behavior incorporating state standards into all of the curricula. Social Studies content will be integrated throughout the curriculum with students acquiring skills in reading, writing, math, visual and fine arts. An emphasis will be placed on living history experiences, other "being there" experiences, historical reenactment, and hands-on activities. Extension activities will incorporate art, music, movement, dramatic play and craft. Children will engage in productive individual and group projects to make learning goals more meaningful. Some of the end products will include student made books, plays, and written and oral presentations.

Social Studies Objectives will meet or exceed all state standards. California State Standards are as follows:

#### **People Who Make a Difference**

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

#### **2.1 Students differentiate between things that happened long ago and things that happened yesterday.**

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

## **2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.**

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

## **2.3 Students explain governmental institutions and practices in the United States and other countries.**

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

## **2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.**

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

## **2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).**

### Science

Science will be taught in thematic units with materials being woven through literature, writing skills and math extension activities. Emphasis will be placed on piquing children's natural curiosity. Second Graders will continue to learn science through hands-on experiments and systematic exploration of the world around them through both teacher-centered and child-centered activity time. As with all of the curricula, material will be presented in various ways to stimulate the multiple

intelligences. Students will have daily inquiries that incorporate grade level science standards. Children will attend our weekly Science Laboratory and Outdoor Classroom/ Environmental Studies program. Nature study and outdoor education will continue in the second grade. Some of the themes taught in second grade will be Simple Machines, Magnetism, Plant and Animal Life Cycles, and The Rock Cycle. Furthermore science and social studies will overlap through studying famous scientists (whom happen to be virtuous).

Teachers will have access to a wide range of science curricula and materials in planning their science thematic units. Second grade science will meet or exceed all state standards. Science Objectives will meet or exceed all state standards. California State Standards are as follows:

### **Physical Sciences**

1. The motion of objects can be observed and measured. As a basis for understanding this concept:

- a. Students know the position of an object can be described by locating it in relation to another object or to the background.
- b. Students know an object's motion can be described by recording the change in position of the object over time.
- c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
- d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move.
- e. Students know objects fall to the ground unless something holds them up.
- f. Students know magnets can be used to make some objects move without being touched.
- g. Students know sound is made by vibrating objects and can be described by its pitch and volume.

### **Life Sciences**

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

- a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
- b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.

- c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
- d. Students know there is variation among individuals of one kind within a population.
- e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
- f. Students know flowers and fruits are associated with reproduction in plants.

### **Earth Sciences**

3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

- a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.
- b. Students know smaller rocks come from the breakage and weathering of larger rocks.
- c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
- d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.
- e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

### **Investigation and Experimentation**

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Make predictions based on observed patterns and not random guessing.
- b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
- c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).
- d. Write or draw descriptions of a sequence of steps, events, and observations. Construct bar graphs to record data, using appropriately labeled axes.
- f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.
- g. Follow oral instructions for a scientific investigation.

***Exhibit H***

Portfolio Binder

- a. Star Test results
- b. Student work
- c. Outreach Plan