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CHARTER SCHOOLS
DIVISION

CHARTER SCHOOL PETITION

INTERNATIONAL SLAVIC LANGUAGE SCHOOL OF WEST SACRAMENTO

WASHINGTON USD, WEST SACRAMENTO, CALIFORNIA

2014/2015

As the authorized lead petitioner,
I, Dr. Vadim Nazarenko hereby certify
that if awarded a charter, the School
will follow any and all federal, state
and local laws and regulations that
apply to the Charter School.

Dr. Vadim Nazarenko,



April, 10, 2015

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**CHARTER SCHOOLS
DIVISION**

INTRODUCTION.....5
MISSION STATEMENT AND VISION.....5

ELEMENT ONE: EDUCATIONAL PROGRAM..... 6
PROPOSED CURRICULUM AND INSTRUCTIONAL PROGRAM.....7
ADDRESSING THE NEEDS OF ALL STUDENTS.....9
MONITORING OF ALL STUDENTS.....12
WHAT IT MEANS TO BE AN EDUCATED PERSON IN 21ST CENTURY.....14
HOW LEARNING BEST OCCURS.....14

ELEMENT TWO: MEASURABLE PUPIL OUTCOMES.....21

ELEMENT THREE: METHOD OF MEASURING PUPIL

PROGRESS.....22

ELEMENT FOUR: GOVERNANCE25

SPECIAL EDUCATION.....28

ELEMENT FIVE : EMPLOYEE QUALIFICATIONS.....30

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES.....35

ELEMENT SEVEN: ACHIEVING RACIAL AND ETHNIC BALANCE:35

ELEMENT EIGHT: ADMISSION REQUIREMENTS.....36

ELEMENT NINE: FINANCIAL AUDITS.....38

ELEMENT TEN: STUDENT SUSPENSIONS AND EXPULSIONS.....39

ELEMENT ELEVEN: STRS, PERS & OTHER RETIREMENT COVERAGE.46

ELEMENT TWELVE: ATTENDANCE ALTERNATIVES.....46

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS.....46

ELEMENT FOURTEEN: DISPUTE RESOLUTION WITH THE SCHOOL

DISTRICT.....47

ELEMENT FIFTEEN: PUBLIC SCHOOL EMPLOYER.....48

ELEMENT SIXTEEN: SCHOOL CLOSURE.....48

OTHER CHARTER ELEMENTS.....48

SCHOOL CONFIGURATION AND ACCOUNTABILITY..... 49



LEGAL STATUS AND LIABILITY.....49

FUNDING.....50

DISTRICT SERVICES.....51

INFORMATION EXCHANGE51

INTERNAL DISPUTE RESOLUTION.....51

ADMINISTRATIVE SERVICES.....52

ADA REPORTS.....52

WASC AND IB ACCREDITATION.....52

HIGH SCHOOL TRANSFERABILITY OF CREDITS.....53

GRADUATION REQUIREMENTS.....53

WEEKLY SCHEDULE. RATIONALE.....54

CHARTER TERM & REVISIONS.....54

SEVERABILITY..... 55

RENAMING RIGHTS.....55

FACILITIES.....55

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Vadim Nazarenko, hereby certify that the information submitted in this petition for a School to be named INTERNATIONAL SLAVIC LANGUAGE SCHOOL OF WEST SACRAMENTO (SCHOOL, OR CHARTER SCHOOL, OR CHARTER), submitted to the Washington USD, West Sacramento. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the school will follow any and all federal, state and local laws and regulations that apply to the Charter School, including, but not limited to:

The school will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. (Ref. California Education Code Section 47605.6 (d)(1).)

The school will be deemed the exclusive public school employer of the employees of the school for the purposes of the Educational Employment

Relations Act. (Ref. California Education Code Section 47605 6(b) (5)(M)).

The school will be nonsectarian in its programs, admissions policies, employment practices, and other operations. (Ref. California Education Code Section 47605.6(e)(1)).

The school will not charge tuition. (Ref. California Education Code Section 47605.6(e)(1)).

The school shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admissions through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the school shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605 through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the school shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(b). In the event of drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the school in accordance with Education Code Section 47605.6(e)(2)(C). (Ref. California Education Code Section 47605.6(e)(2)(b). *Repeat*

The school 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 characteristics 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 47605.6(e)(1).)

The school will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, The Individuals with Disabilities in Education Improvement Act of 2007, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

The school will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Ref. Criteria for Review, Section 11967.5.l(f)(5)).

School will ensure that teachers 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. (Ref. California Education Code Section 47605.6(1))

The school will at all times maintain all necessary and appropriate insurance coverage.

The school shall, for each fiscal year, offer 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 school without graduating or completing the school year for any reason, the school shall notify the Superintendent of the school district of the pupils last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. (Ref. California Education Code Section 47605(d)(3)). The school shall maintain accurate and contemporaneous written records that document all pupil attendance and make this records available for audit and inspection, (Ref. California Education Code 47612.5(a)).

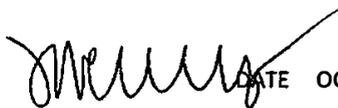
The school shall on regular basis consult with its parents and teachers regarding the charter school educational programs. (Ref. California Education Code Section 47605.6(d)).

The school shall comply with any jurisdictional limitations to locations of its facilities. (Ref. California Education Code Section 47605.1)

The school shall comply with all laws establishing the minimum and maximum age for public school enrollment (Ref. California Education Code Sections 47612(b), 47610). Charter will comply with all applicable portions of NCLB Act. The school shall comply with the Public Records Act, Family-Educational Rights and Privacy Act and Ralph M. Brown Act.

The school shall meet or exceed the legally required minimum of school days. (Ref. Title 5 California Code of Regulations Section 11960).

VADIM Y NAZARENKO, Ph. D



DATE OCTOBER, 30, 2013



INTRODUCTION

The petitioners seek to open and operate in the District public charter school to prepare students in grades 6-12 to be bilingual, bi literate and engaged global citizens.

NO DUAL IMMERSION RUSSIAN/ENGLISH PROGRAMS AVAILABLE FOR STUDENTS IN SACRAMENTO/WEST SACRAMENTO/RANCHO CORDOVA AREAS

MISSION

To educate our students, provide with consistent access to language in an intensive immersion and interactive environment. Our school integrates excellent and innovative instruction in language with a unique curriculum that incorporates linguistics, culture and area studies, offering students opportunities to use the target language with the native and near-native professionals. The curriculum is supported by extensive co-curricular program designed to reinforce classroom learning through a task-based approach. Effective language speaking must provide meaningful access to other cultures.

Whole-child/holistic learning emphasizing relationships between areas of knowledge, as well as between the student, their community, and the world. Communication across the curriculum emphasizing student reflection and expression in various forms. Multicultural focus/intercultural awareness encouraging students to consider multiple perspectives in developing empathy, understanding and acceptance of the rights of others.

OUR CHARTER SCHOOL

Will require that all students must develop and progress in at least two languages. Our school emphasizes language acquisition and recognizes its crucial role for exploring and sustaining cultural identity, personal development and intercultural understanding. Our school will embrace foreign language acquisition for a host of reasons, including but not limited to the following:

Cognitive benefits of learning a second language

University admission

Practical career applications in a global arena

Usefulness in foreign exchange programs

School educational program provides the necessary structure to elevate all students beyond their circumstances. School is committed to the highest standards reinforced by parents, administrators, faculty, staff, community, and business leaders. In its future operations and interactions with all community members, school will all the times be committed to an anti-discriminatory stance in compliance with Educational Code 220. With this commitment every student will enjoy opportunities to develop leadership skills, productive citizenship attributes, a strong work ethic, and a positive core value system.

Charter school will base its educational model on the INTERNATIONAL BACCALAUREATE Program, bolstering this world-renowned structure with the cognitive advantages of second language acquisition. The school educational model will meet the requirements of the California Common Core Standards.

For example, all students 6-8 grades level will benefit from INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM (IBMYP) and its emphasis on academic rigor, critical thinking, foreign language acquisition, service to society, and student leadership.

For the students from 9 through 12 grades we have available INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (IBDP).

School will be nonsectarian and non-discriminatory (in compliance with Education Code 220) in its programs, admission policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate against a pupil or employee on the basis of ethnicity, national origin, gender, age, sexual orientation or disability.

ELEMENT ONE: EDUCATIONAL PROGRAM

SCHOOL PLANS TO EDUCATE

Middle and High school students in grades 6-12. As a non-discriminatory school, we are willing to admit students of all socio-economic levels and language backgrounds with an estimated population of free or reduced lunch students of approximately 44%. The school's structure supports student success in the IB program, one component of which is second language acquisition.

One of California's greatest features is its diverse population. SACRAMENTO AREA is no different, and many students require assistance to strengthen their native language as well as to acquire strong English language skills. The research overwhelmingly supports the supposition that strength in a child's native language supports growth in English language acquisition (Krashen, 1996, Hukuta, 1985). In communities that encourage dual language acquisition, and in programs that support bilingualism, knowing two languages is positively associated with intellectual and academic achievement.

School will provide systematic scaffolding for at-risk students as well as priority placement in academic support and empowerment programs such as My Choice after school program. To ensure academic

success we may assess students after enrollment to determine the most supportive program of study. Such determinations will be made in collaboration with parents. Differentiated instruction is the primary approach used by teachers to support students learning. This approach to organizing instruction assist students in the classroom that contains a wide range of ability levels, learning styles and intelligence strengths.

PROPOSED CURRICULUM AND INSTRUCTIONAL PROGRAM

School will provide a culturally and linguistically diverse, academically rigorous and socially responsible educational experience for children of all races, cultures and socio-economic backgrounds. Through the IBMYP, higher level thinking skills are developed using the inquiry method of instruction coupled with foreign language acquisition, including opportunities for language immersion on RUSSIAN up to 50% of the time depending on a combination of student proficiency levels and staff availability.

School program features the cognitive benefit of interdisciplinary bi-literacy with cultural perspectives and deepen understanding. Students may have the opportunity to study content in a foreign language, while also taking into consideration the significant depth and breadth of California Common Core Standards that may be best imparted in English.

The International Baccalaureate organization was established in 1968 to synthesize various education systems worldwide into a universally-recognized diploma.

The IBP provides a framework for blending IBMYP requirements and California content standards with the following features:

Interdisciplinary teaching and learning -- recognizes the extent to which knowledge is interrelated. Learning is organized so students become increasingly aware of connections between subjects, and between subject content and the real world;

Areas of Interaction -- provide the MYP with its unique core. Teaching subject areas through these contexts allows teaching and learning to focus on attitudes, values and skills;

High ethical and behavior standards -- exemplified in the IB learning profile. The ten aspirational qualities of the LP represent the behavioral and intellectual essence of the program and describe a student who in establishing a personal set of values, lays the foundation for international-mindedness to flourish. According to the LP, IB learners strive to be inquirers, thinkers, open-minded, communicators, risk-takers, knowledgeable, principled, caring, reflective and balanced.

Learning Plan

ACADEMIC PROGRAM OVERVIEW

ACADEMIC COMPONENTS OF THE PROGRAM

LANGUAGE A: LANGUAGE ARTS CONTENT STANDARDS IN READING AND WRITING IN STUDENTS

PRIMARY LANGUAGE

LANGUAGE B: THE ACQUISITION OF A SECOND MODERN LANGUAGE TO CREATE BILATERAL STUDENTS
IN BOTH READING AND WRITING

- Is this English?

HUMANITIES: THE STUDY OF INTERNATIONAL HISTORY AND GEOGRAPHY SERVE AS GATEWAY TO
INTEGRATED GLOBAL AWARENESS

SCIENCES: TEACHING THE SCIENTIFIC METHOD AS THE BASIS FOR INQUIRY INTO THE FUNDAMENTAL
ORGANIZATION OF THE NATURAL WORLD THROUGH HANDS-ON EXPERIMENTAL OPPORTUNITIES TO
ENCOURAGE NATURAL CURIOSITY

NGSS?

MATHEMATICS: BEYOND USING THE BASIC SKILLS OF ALGEBRA, GEOMETRY, TRIGONOMETRY,
PROBABILITY, AND STATISTICS, STUDENTS WILL DEVELOP SKILLS IN APPLYING MATHEMATICS TO SOLVE
REAL-WORLD PROBLEMS.

ARTS: THE ARTS ARE INTEGRATED AS A FOUNDATIONAL CONTENT AREA TO PROVIDE OPPORTUNITIES
FOR EACH STUDENT TO DEVELOP CREATIVE EXPRESSION THROUGH VISUAL AND PERFORMING ARTS.

PHYSICAL EDUCATION: P.E. IS AN ESSENTIAL COMPONENT OF HEALTHY BODY AND A HEALTHY MIND,
PROMOTING SELF-AWARENESS AND EMOTIONAL STRENGTH AS A FOUNDATION TO HEALTHY
ADULTHOOD.

TECHNOLOGY: THIS INCLUDES BUT IS NOT LIMITED TO THE USE OF COMPUTER TECHNOLOGY WITH AN
EMPHASIS ON CLOUD COMPUTER AS A POWERFUL MEANS OF COLLABORATION WITHIN THE ACADEMIC
COMMUNITY. TECHNOLOGY MORE BROADLY DEFINED ENCOMPASSES THE USE OF THE IB DESIGN
CYCLE TO IDENTIFY REAL-WORLD CHALLENGES, FROM HYPOTHESES, IMPLEMENT ACTIONS, AND
REFLECT ON SUCCESSES AND AREAS IN NEED OF FURTHER ATTENTION.

Additionally school will provide an educational environment that enables students to assume personal
responsibility for themselves and their world by including the following areas of instruction, interactions
and learning perspectives:

AREAS OF INTERACTION

What does this mean?

APPROACHES TO LEARNING: THE STUDENT DEVELOPS AWARENESS OF HOW THEY LEARN BEST,
RESULTING IN INTELLECTUAL RESPONSIBILITY FOR THEIR OWN THOUGHT PROCESS.

HEALTH AND SOCIAL EDUCATION: IN THE ADOLESCENCE YEARS PRESENT RAPID CHANGES IN GROWTH AND DEVELOPMENT, THUS AWARENESS OF PHYSICAL AND MENTAL HEALTH PREPARES THE STUDENTS TO MAKE INFORMED CHOICES AS A BASIS FOR LIFELONG HEALTHY DECISIONS.

COMMUNITY AND SERVICE: THIS REQUIRES STUDENTS TO OVERCOME THEIR EGOCENTRISM AND UNDERSTAND THEIR RESPONSIBILITY TO THE CLASSROOM COMMUNITY AND THE WORLD BEYOND, ENCOURAGING SOCIAL ACCOUNTABILITY WHILE MAKING MEANINGFUL CONTRIBUTIONS TO SOCIETY.

ENVIRONMENT: AIMS TO MAKE STUDENTS AWARE OF THE FRAGILITY OF OUR WORLD AND RECOGNIZE THEIR PLACE IN THE GLOBAL ECOSYSTEM.

HUMAN INGENUITY: THIS AREA ADDRESSES THE UNIVERSAL CREATIVE SPARK THAT HAS MOLDED THE EVOLUTION OF HUMAN LIFE, WITH EMPHASIS ON NURTURING THE CREATIVE GENIUS IN EACH STUDENT.

Our school teachers will meet all California credentialing requirements as these apply to charter schools. School provides a complete program of staff development. School teachers will have specific training and expertise in their respective content areas. Parent and community volunteers are often enlisted to help with auxiliary programs. All faculty and staff are accountable for ensuring that all students meet the highest academic standards.

A comprehensive training program will be identified for staff development and will continue to be adjusted as program needs change and evolve. Teachers will continue to be on the front line to assure student success and are held accountable for participating in and subsequently implementing professional development efforts. The staff development program will be focused on IB program with both in-service training and participation in IB sponsored training workshops held worldwide.

IB focus
for PD

A. ADDRESSING THE NEEDS OF ALL STUDENTS.

The school instructional program is designed to meet the needs of all students. English Language Learners will benefit from the use of Specially Designed Instruction in English (SDAIE) instructional methods and second language instruction. [redacted] students will benefit from a comprehensive program provided through the El Dorado SELPA (see Special Education section below). Through carefully designed and implemented differentiated instruction, school teachers will meet the needs of all students along the learning continuum from at-risk, to high achieving.

SPECIAL EDUCATION:

Special Education students will be served through the El Dorado SELPA and overseen by the Special Education Improvement Authority. School implements a Student Study Team which meets as needed to design and implement support strategies for students with academic and social needs. Students who continue to have ongoing academic challenges that are not resolved through clearly documented and measurable interventions may be referred for special education evaluations. School staff will be instructed regarding the purpose and administration of the Student Study Team and Special Education SEARCH/CHILD FIND efforts and referral procedures.

ENGLISH LANGUAGE LEARNERS:

English Language Learners are identified by the Home Language Survey given to all students at the start of each school year. Those students whose primary home language is other than English will be given the English Language Development (ELD) test within 30 days of enrollment. If they qualify as English Language Learners on this test they will be tested annually until they are reclassified.

Our charter school students will receive additional academic and social/emotional support through the following programs:

My Choice: provides small-group instruction and support to students in English, Language Arts and Math; students scoring below "Proficient" on the CSTs are given first priority for participation. The program is designed to bolster student self-esteem along with strengthening academic schools by proactively "front loading" academic material before students encounter it in their regular classroom experiences.

Parent University: monthly topics for parents and students address academic achievement and relevant topics for adolescent health and development. Sessions are taught by faculty and qualified professionals within the local community.

Counseling: ongoing program using licensed counselors; students in need of social/emotional support to improve quality of life and academic performance are identified by faculty, staff, and parents and receive services on a regular basis provided parent consent is obtained in advance.

Before/ after School tutoring : all school teachers offer a range of before/after school tutoring for students with their respective content areas. These sessions are designed to adapt to individual student academic needs.

11

Informal Mentoring: recognizing that school students have specific social and emotional needs, charter school teachers and staff often serve as informal mentors for students in need of additional academic or emotional support. This mentoring most often takes the form of a student having the opportunity to speak candidly with trustworthy adult outside the context of the classroom.

After-School Enrichment Programs: Our charter school will offer a wide range of engaging after-school enrichment activities. Varying on a quarterly basis, these programs span the range from athletics to chess to culinary arts to art and music.

DIFFERENTIATED INSTRUCTION TO MEET NEEDS OF ALL LEARNERS

A differentiated classroom provides different avenues to acquiring content, processing or making sense of ideas, and developing products. Differentiated instruction is accomplished through flexible grouping of students and provides assessments that contain several options for students. In this way, all students along the spectrum from at-risk to high-achieving have their academic needs met. While at-risk students have support options that include My Choice program, high-achieving students also enjoy opportunities to excel at school. These include:

Accelerated programs in math. That allow eligible students to access advanced curriculum (for example, 7 graders who qualify based on STAR results benchmark tests and classroom measures, may access the 8th grade algebra curriculum).

Math Leagues (students compete in a Statewide math Competition that involves regular practice in addition to the regular class schedule).

Zero period Language Conversation Classes (taught entirely in immersion language, these courses meet before and after the regular school day and address global current events in a conversation-rich environment).

AEA Ambassadors (based on classroom performance and student interview, Ambassadors enjoy leadership roles across campus that include serving as peer readers with other grade levels and assisting teachers in various classrooms).

FOREIGN LANGUAGE DIPLOMA EXAMS (eligible students with necessary levels of foreign language proficiency may take these exams sponsored by the Foreign Government results may enable students to study in University overseas in the future).

In summary, due to project-based nature and focus on higher order thinking and critical thinking skills, our program uniquely and effectively designed to meet the needs of all students, from the most at-risk to the highest-achievers.

B. MONITORING OF ALL STUDENTS

School will gather, monitor, and analyze a variety of data to support the academic achievement of all students and evaluate the effectiveness of programs and initiatives. The following represents some of the ways in which actionable data are gathered at school. Through supervision to Data Director and its integration with Zangle, school stakeholders can regularly access a variety of data in an efficient manner. While a small team of school teachers spearheads responsibility for monitoring students achievement data, the use of such information to drive curriculum and instruction decisions is a staff-wide responsibility. Student achievement data discussions are scheduled at least monthly with the entire faculty, and more frequently with grade level and content teams. All student assessment is conducted in keeping with the school Assessment Policy.

MONITORING STUDENT ACHIEVEMENT DATA

ASSESSMENT/ DATA SOURCE	DESCRIPTION/FREQUENCY	RATIONALE
STAR tests	California Standards Test (CST); annually in Spring	State mandated, used to calculate API, guide academic interventions.
Benchmark Assessments	Developed to align with content standards and indicate proficiency levels; quarterly	Need for ongoing measures of standards-based proficiencies over course of year.
IB assessments	Developed in keeping with IB assessment criteria and scoring rubrics.	Need for specific IB assessments that reflect unique whole-child centered ele-

		ments of the instructional program
Student Success Team (SST)	Combination of teacher and parent observations and measures of academic achievement used to convene a group to explore support options for potentially academically at-risk students; ongoing	Need to identify, monitor, and support struggling students.
Student Behavior Monitoring	Administrator collaborates with team of teachers to monitor student behavior incidents through use of ticket and referral system, uses trend information to make constructive changes to classroom management and Instructional approaches; ongoing	Need to support positive student behavior and uphold high behavior standards; maintain safe and respectful campus.
CELDT	Based on parent response to Home Language Survey upon enrollment; annual assessment To determine student ELP levels	Legal requirement; need to monitor and support English Language Learners.
Foreign Language Diploma	Externally validated assessment through the Government, results can certify students to pursue higher education in Foreign country in the future; annually	Validates effectiveness of the school language program and international focus in keeping with IB.

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

School believes that in 21 st Century educated citizens must have global awareness and a solid foundation in science, mathematics, history, literature and language arts. With such knowledge students not only stay abreast of rapid growth in science and technology, but also are able to contextualize and understand its global implications and interconnectedness. In addition, our students must be effective language users, adept at writing and speaking, and committed to the intellectual virtues of objectivity, respect for the truth, and social and moral awareness. While insisting upon thorough study of these traditional disciplines, the curriculum accentuates the interrelatedness of core subjects and thus advances a holistic view of learning. This interrelatedness is accomplished through the International Baccalaureate Program. The IB program requires the student to consider issues and problems in their widest scope and to realize the good solutions often draw upon insights one has acquired from many sources. Educated citizens of the 21 st century must possess a love of learning that will enable them to be lifetime independent learners and adapt quickly and easily to the dynamic nature of knowledge. Students must work productively and cooperatively in a multicultural environment. By encouraging students to consider multiple perspectives and intercultural awareness, School not only fosters tolerance and respect, but also instills empathy.

HOW LEARNING BEST OCCURS:

We are planning to be a small school, with approximate enrollment of 400 students. Small schools consistently provide better learning environments for children. Second only to socioeconomic status, school size is an enormous predictor of student success (Klonsky, 1998). The research strongly emphasizes the superiority of small school as places where the learning environment is enhanced. The enhanced social relationships of small school environments impact student achievement by increasing Trust and positive attitudes toward school among students and staff, while decreasing violence and conflict (Gladden, 1999). Small schools tend to increase student participation, resulting in lower dropout rates and higher attendance rates (Fine, 1998).

Learning best occurs when parents participate in the educational program; small schools are more likely to encourage parental involvement (Cotton, 2006). School will enhance relationships with parents through a program of parent participation, school-sponsored cultural and social events, meaningful volunteer opportunities and regular Parent University sessions.

Learning best occurs in a collaborative environment. School success is dependent upon collaboration and goals. (Shmoker, 1996). Our school will embrace collaborative learning experiences for all students, while teachers and staff thrive within a collaborative atmosphere of distributed leadership opportunities.

Learning best occurs in a climate of measurable goals. This "beginning with the end in mind" requires a standards-based system that provides direction to academic programs and is designed to ensure proficiency for students. Planning is specifically developed around the "Backwards Design" with the assessment task being defined before instruction commences.

Learning best occurs within the climate of accountability. School will provide a continuous collection and application of data for students, parents, teachers and administrators. Charter school can positively change the climate of accountability in a district (Gil, 1999).

Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership.

Learning best occurs in programs that have strong literacy components. Literacy provides a foundation for most academic success. Students will develop literacy across the curriculum and in foreign languages in addition to English.

Learning best occurs in a program that incorporate technology. Technological innovations can enhance communication and hence relationships within the academic environment. Technology provides students with the knowledge and skills to enter the business and social opportunities of the 21 Century. School will promote the use of technology to support student collaboration and research, and uses the Design Cycle to identify problems and determine the most effective solutions through the use of variety of technology.

Learning occurs best when students are immersed in an educational environment that is reflective of their culture. Language arts instruction is most effective when grounded in AUTHENTIC CULTURAL CONNECTIONS AND DEFINED NORMS. (Lessow-Hurley,2000).

The following elements augment the school view of how learning best occurs:

Personal attention: school provides multiple opportunities for teachers and staff to provide individualized attention and support that values students as individuals.

Stimulating environment: school promotes environment that is developmentally appropriate for students and stimulates their creativity while promoting a thirst for knowledge.

Strong Collaborative Culture: teachers and staff will create an effective collaborative model that facilitates academic articulation, programmatic innovation and genuine support for holistic student learning. Teacher-leaders are divided into the following leadership teams: Environments (responsible for monitoring ongoing academic achievement environment to inform intervention and support); Health and Social Education (responsible for student social-emotional issues and behavior support and intervention); Community in Service (responsible for organizing and supporting student and staff service opportunities on a local, regional, national and international level).

INDEPENDENT STUDY OPTIONS

While school is a school of daily attendance, charter retains the option of Independent Study for students who would otherwise be absent from their regular instruction. Independent Study contracts may be offered in accordance with all applicable laws and as outlined in the school Student Attendance Policy.

BENEFITS OF DUAL LANGUAGE IMMERSION EDUCATION

Our program designed to maximize the benefits of second language learning for student participants, based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become truly proficient.

The program design is evidence-based. A significant body of research has established many benefits for learning a second language. These benefits are cognitive, academic, economic, and social in nature. Additionally, learning other languages encourages students to participate actively in an increasingly interdependent world and an international job market by offering students the opportunity to develop

16

multilingual proficiencies. California schools are facing rapidly changing demographics and working not to squander the linguistic capital that families and students possess. Students who participate in Dual Language Immersion Program will be able to develop skills throughout their 6-12 school experience that will serve them well in the future.

The "additive bilingual" immersion setting allows all students to learn two languages simultaneously without losing one to learn another (Howard, Sugarman, Perdomo and Adger, 2005). Second-language learning enhances comprehension in the native language. Second language learners apply these reading and language analysis skills to their native language (Thomas and Collier, 2002).

The mental discipline of learning a second-language system increases intellectual flexibility and translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages to the student (Genesee and Lindholm-Leary, 2009).

Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural awareness and communication skills foster intergroup contact and appreciation (Cummins, 1986; Ager, 2005).

Second language course content naturally explores social studies, math, science and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding (ACTFL) Proficiency in other languages enables learners to gain direct access to additional sources of knowledge, as well as understanding about the similarities and differences between the structures of the languages they know.

Immersion program helps close the achievement gap between English Learners and their English only counterparts. Research shows that English Learners have a higher rate of success in Immersion Education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native languages and cultures (Genesee and Lindholm-Leary, 2009).

Students studying two languages have a more positive self-concept and more likely to remain in school and attend college than English Learners in mainstream English classes.

The State Seal of Bi-literacy, established by Assembly Bill 815 (Brownley, Chapter 618, and Statutes of 2011), became effective January 1, 2012, and provides recognition to high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Each direct-funded charter school that confers the SSB insignia to the diploma or transcript of each qualifying student. University and college credit in foreign language will be given.

The first two-way bilingual immersion programs, also known as a Dual Language Immersion, in the U.S. began in the 1960s and were based on well-researched French/English immersion in Canada. Since the mid-1980s, the number of programs in the United States has grown to over 500 plus programs. As of April 2012, there are over 300 program in California, with more than 90% with Spanish as the target language.

In order for a program to be a Two-way bilingual immersion or Dual Language Immersion program, the program must possess the following critical features:

1. The Program involves instruction through two languages where the target language is used for significant portion of the students instructional day (from 50% to 90%);
2. The Program involves periods of instruction during which only one language is used (i.e., no translation or language mixing by classroom teachers);
3. Approximately equal numbers of native speakers and native English Speakers(NESs) are enrolled.
4. The students are integrated for most or all instruction.

The leading researches in immersion education are Dr. Kathryn Lindholm-Leary, Dr. Virginia Collier and Dr. Wayne Thomas: All three have concluded extensive longitudinal research on programs and are responsible for informing the field about the effectiveness of these programs on the development of both a target language and English language proficiencies in students engaged in Program. They are also researching the development of intercultural proficiencies.

The most pertinent research focuses on three areas: a) oral language proficiency levels of both native speakers and native english speakers , b)the variances between 50/50 and 90/10 models, and c) academic achievement levels for both groups of students.

DUAL IMMERSION PROGRAM ARTICULATION

FIRST OPTION – Intermediate School Design: Students will have three courses in the Dual Language Core: RUSSIAN LANGUAGE ARTS, SOCIAL STUDIES OR SCIENCE AND MATHEMATICS. The dual language immersion students will be mainstreamed for two classes of ENGLISH LANGUAGE ARTS, SCIENCE OR SOCIAL STUDIES and PE (seven period day).

SECOND OPTION-Intermediate School Design: Students will have two courses as part of the their Dual Language Core: RUSSIAN LANGUAGE ARTS and another content area SOCIAL STUDIES OR SCIENCE and mainstreamed into five courses with non- dual immersion students: two courses of ENGLISH LANGUAGE ARTS, MATH, SCIENCE or SOCIAL STUDIES, and PE (seven period day).

Please note that the Russian Language class will be in lieu of an elective options unless students take electives as part of an extended day or a zero period option.

A SAMPLE INTERMEDIATE SCHOOL SCHEDULE FOR DUAL LANGUAGE IMMERSION STUDENTS

SIX GRADE	SEVENTH GRADE	EIGHTH GRADE
ELA	ELA	ELA
ELA	ELA	ELA
SS-RUSSIAN	SS-RUSSIAN	SS-RUSSIAN
MATH	MATH	MATH
SCIENCE	SCIENCE	SCIENCE
PE	PE	PE
RUSSIAN LANGUAGE ARTS	RUSSIAN LANGUAGE ARTS	RUSSIAN LANGUAGE ARTS

HIGH SCHOOL PROGRAM OPTIONS

Course Placement	9 th grade	10 th grade	11 th grade	12 th grade
PATHWAY 1 REGULAR	4 YEAR RUSSIAN	AP RUSSIAN	AP RUSSIAN LITE- RATURE	COMMUNITY COLLEGE COURSE
PAT HWAY 2 ADV	AP RUSSIAN	AP RUSSIAN LITERATURE	3 RD LANGUAGE YEAR 1 OR COMMUNITY COLLEGE COURSE	3 RD LANGUAGE YEAR 2

By the end of 9th grade, students will have demonstrated a sufficient level of proficiency to function in RUSSIA and benefit from variety of advanced language courses and multicultural experiences. By the sophomore year of high school, many students might complete the available course offerings and will seek other opportunities to develop higher levels of proficiency. There will be a need for additional

courses and learning experiences. To ensure that secondary students can continue along a language proficiency pathway, they need an enhanced program of study which might include:

1. Internships and additional service learning opportunities.
2. Cultural exchanges.
3. Study a third language.
4. Language for special purposes courses (translation course, medical and legal interpretation training).

Dual language programs are required to develop classrooms that are linguistically balanced. Linguistically balancing the classrooms ensures that all students have peer models with which to practice academic and conversational language and thus build native-like proficiency in both languages.

RUSSIAN DOMINANT STUDENTS : RUSSIAN-speaking students contribute to classroom diversity and promote the authentic use of the RUSSIAN language in the classroom. They receive many benefits by participating in the program. A key benefit to this group of students, particularly if their home language is RUSSIAN, is their opportunity to learn English while maintaining and improving their RUSSIAN language in an academic setting. In general, English Learners who participate in the program are more likely to succeed in school than if they attend mainstream English classes.

Our programs success can be demonstrated by student progress towards meeting program goals. The teachers will use a COMMON CORE CONTENT AND PROFICIENCY STANDARDS to define learning expectations and standards-aligned assessments to measure student growth, improve planning and teaching, and increase overall program effectiveness.

Our Accountability System will include assessments that will appropriately measure the success of the program. These assessments will include both summative and formative measures and will measure the progress of students in both languages. Standardized tests, benchmark testing, writing samples, oral language proficiency assessments and curriculum based assessments will make up the multiple measures required for school program. The schools data collection system and reporting system will be instituted so that students, teachers, families and the district can receive information about the progress of the students in the program. All data will be disaggregated by program for analysis and trend data will be collected and analyzed by subgroups of students (NCLB law) to mark the progress of the students over the students participation in the program.

Dual immersion program participants, teachers, administrators will analyze and interpret relevant data to inform instruction, improve the program, share the significant findings and trends with the families and stakeholders and mobilize advocates. Results will be interpreted BY THE STUDENTS SUBGROUPS as outlined by programs mission, vision and goals and shall reflect progress of the students in both language proficiency as well as academic achievement in both languages.

In addition, School will communicate with parents, district administrators and the community important data about student performance, progress along pathways, and effectiveness of program as a whole. Parents will be able to access data on their individual child by attending parent education meetings, parent teacher conferences and reviewing their child's progress reports.

Our unique curriculum, through its alignment to content and World Language standards and to the program design, is interdisciplinary and new Common Core standards-based and its fully articulated for all students. "A strong curriculum, implemented in a consistent and intensive way, appears most effective for student outcomes when high levels of alignment in curriculum and instruction are combined with the use of assessment data to monitor and evaluate teacher practices" (Lévin, Haertel,

The content language of specific curriculum elements is consistent with the programs language of instruction chart and will prompt the purchasing of curriculum and AUTHENTIC TEXTBOOKS IN A SPECIFIC LANGUAGE. Instruction and materials will reflect a students population and promote cross-cultural appreciation. The program will address high academic standards that extend and expand student learning, using interesting and relevant textbooks or their electronic versions, instructional materials and technology, consistent with program goals, incl. UNITED STREAMING, BRAINPOP, COMPASS LEARNING, PURPLE MATH etc. For instruction on English, school will use variety of text books, recommended by the CA state, for example, math books for grade levels 6-12 (Holt).

Teachers in successful research-based immersion programs have a common system of learning expectations and teaching strategies to articulate curriculum and instruction within and across grade levels. They use proven technological tools and instructional methodology to meet program goals and foster an equitable multilingual and multicultural learning environment. Our teachers and students will share a clear and consistent understanding of program curriculum, instructional practices, and content and objectives of the Common Core Standards and ELD standards.

This common understanding, along with appropriate planning and collaboration, ensures consistency of curricula language of instruction and implementation program goals. Furthermore, teachers are prepared to apply the program content knowledge and understanding confidently in the immersion classroom and to communicate the program components effectively.

Our program promotes the capability to use the best practices of instruction. Teachers incorporate strategies that integrate language and content across disciplines and provide comprehensible and differentiated instruction as needed.

LESSONS WILL INCLUDE BOTH CONTENT AND LANGUAGE OBJECTIVES, FOLLOWING THE PROGRAMS POLICY OF LANGUAGE SEPARATION. Teacher stay in one language during the given lesson, rather than mixing both. Lessons focus on student comprehension, competency and language proficiency, in addition to development of meta-linguistic awareness and meta-cognitive skills. Language is integrated into content instruction in ways that enrich the learning experience. Immersion instruction is carefully designed, integrating language and content (Math, Social Studies, Science, etc.), addressing second-language learner needs and encourage the transfer of skills, strategies and knowledge across languages. Curriculum integration addresses content the World Language Standards: COMMUNICATION, COMPARISONS, COMMUNITIES, CULTURES and CONNECTIONS.

The Communication standard is organized into three modes: interpretive, interpersonal and presentational.

Our program also supports a practice of interdisciplinary instruction to motivate students by mirroring the real world. This adds relevance and coherence across disciplines, and shows that reading, writing, speaking, listening, viewing, and the use of numbers are enabling skills within thinking process.

Additionally, our program also implements and reinforces responsive teaching as well as a balance between explicit instruction, language modeling and student-centered teaching. Strategies include active learning, cooperative groups, project and task-based activities, and opportunities for meaningful language use during content instruction. Language immersion teachers will differentiate instruction according to student needs, learning styles, and intellectual capabilities.

ELEMENT TWO: MEASURABLE PUPIL OUTCOMES

Our charter school students will set and meet state accountability targets as defined by the State Public School Act (1999), the District "Accountability Framework", and the federal mandates of No Child Left Behind (NCLB).

School will promote its students with:

Courses of study that meet all requirements for entry into a traditional public school as evidenced through student transcripts.

Attributes and attitudes of mind, body, and relationships that prepare each student to become contributing citizens of the world (as exemplified in the IB Learner profile).

Student portfolios will document progress in core subject areas. In the final year of the middle school level students are expected to participate in a culminating IB exhibition presented to peers and community members. The Passion Project is designed to allow students creativity and accountability in demonstrating high levels of proficiency in IB program elements.

Evidence of consistent and genuine participation in community service activities.

School will demonstrate student improvement with:

Standardized test scores that compare favorably with similar District schools.

Academic Performance Index (API) at or above targets established by the State of California and No Child Left Behind programs, and above API scores of similar District schools.

Excellent student attendance.

MEASURABLE STUDENT OUTCOMES:

PUPIL OUTCOME	MEASUREMENT
All students will participate in Community in Service project	Participation logs, student written reflections, evidence in curriculum
Within the school day, for each year of charter	
The percentage of students participating in extra-curricular Community in Service projects will increase for each year of charter.	Participation logs, student written reflections, evidence of student re-Cognition awards for participation
Suspension and expulsion rates will fall consistently below the	Zangle (or other SIS) record of

22

At least 90% of graduating students will create IB Passion Project and receive a passing grade as determined by the Passion Project panel (comprised of teachers, staff, parents and community members). Student grades, written record of panel decisions.

An increasing percentage of eligible students who take the Foreign Language diploma test will receive passing grades for each year of the charter. Diploma records

Higher student attendance rates than similar District schools. P1 and P2 reports.

ELEMENT THREE: METHOD OF MEASURING PUPIL PROGRESS

The school will comply with all state assessment and accountability requirements applicable to charter schools. The school will certify that its pupils have participated in State-mandated STAR testing program in the same manner as other District students. Specifically school will comply with the following State assessments:

STAR PROGRAM (consisting CST, CMA, CAPA, STS)

The CSTs are a major component of the STAR program. The CSTs are developed by California educators and test developers specifically for California. They measure students progress toward achieving California state-adopted academic content standards in English language arts (ELA), mathematics, science, and history, social science, which describe that students should know and be able to do in each grade and subject tested. Students in middle grades will take multiple-choice CSTs for various subjects.

Students in grade seven will complete a writing assessment – the CST for writing – as a part of the CST for ELA.

California English Language Development Test (CELDT):

School will administer the CELDT in compliance with State law (Education Code sections 313 and 60810) and federal law (Title 3 of the Elementary and Secondary Education Act (ESEA)), that require that school district administer a state test of English Language proficiency (1) to newly enrolled students whose primary language is not English and (2) to students who are English learners as an annual assessment.

23

For California public school students, this test is the California English Language Development Test (CELDT). The CELDT, instituted by Education Code sections 313 and 60810(d) has three purposes:

1. To identify students who are limited English proficient.
2. To determine the level of English language proficiency of students who are limited English proficient
3. To assess the progress of limited English proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

FITNESSGRAM: The State Board of Education (SBE) designated the FITNESSGRAM as the Physical Test for students in California public schools. FITNESSGRAM is comprehensive, health-related physical fitness battery developed by the Cooper Institute. The primary goal of the FITNESSGRAM is to assist students in establishing lifetime habits of regular physical activity. In compliance with SBE requirements, school will administer the FITNESSGRAM annually to all 7 grade students.

For eligible ELL and SPED students, the following accommodations will be provided:

California Modified Assessment (CMA, for SPED): The CMA is a grade-level assessment for students who have an individualized education program (IEP); are receiving grade-level instruction; and whose progress to date, in response to appropriate grade-level instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP plan.

California Alternative Performance Assessment (CAPA, for eligible SPED): The CAPA is given to students with significant cognitive disabilities whose disabilities prevent them from taking either the California Standards Test with accommodations or modifications or the California Modified Assessment with accommodations.

Standards-based Tests in Foreign Language (STS, for eligible ELL): The Standards-based Tests are multiple-choice tests that are required for English Learners in grades six through eleven. Students who take the STS are required to also take the CSTs and/or CMA appropriate to their grade level.

The following students are eligible to take the STS: those who will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing, or are receiving instruction in Spanish regardless of the length of time they have been enrolled in school in the United States.

MEASURING PUPIL PROGRESS

MEASURABLE OUTCOME	EXPECTED OUTCOME	PROPOSED ASSESSMENT TOOLS
Student Achievement that exceeds District comparison schools	CST Scores above District Average for schools	CST Scores
Student Conduct that exceeds District comparison schools	Suspension and Expulsion rate below District Average	Students Discipline Records
Student Attendance that exceeds District comparison schools	Average Daily Attendance above District Average	ADA attendance reports
Community Service In keeping with central tenet of IB	All students will participate in community service activi- ties annually, whether on campus, locally, or globally	Certified participation logs and/or curricular evidence of participation in school- wide service efforts.
International Baccalaureate Status	Authorization IB World School	Documentation, Communication with IB.

Charter school will make available a traditional transcript for each student in order to ease transfer of credits to other schools and to better communicate with parents. This transcript will contain a description, when necessary, documenting the unique manner in which school students are assessed in keeping with the IB program.

School will maintain contemporaneous written records that document pupil attendance and shall make these records available for audit and inspection.

Additionally school will incorporate the following assessments in order to maintain a high standard of performance and accountability.

1. Multiple assessment measures in Reading and Mathematics to provide quarterly feedback to parents, students, and teachers, regarding educational progress. These assessments will include frequent assessment measures from the standards based curriculum materials, and student portfolios;
2. Other assessment measures of writing on demand, essay exams, exhibitions, and oral presentations, and textbook curriculum testing will be utilized;
3. Standards-based and IB-based report cards will inform students and parents of academic progress.

These evaluation measures will inform students, parents, teachers and administrators and drive the curricular adjustments necessary to meet the needs of each student.

ELEMENT FOUR: GOVERNANCE

Describe the governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement. (California Education Code 47605(b)(S)(D).

The success of the educational program at school relies on the strengths and commitment of the stakeholders: the Board of Directors, staff, students and their families. The Community at large is also integral to the program, as partners, sponsors, mentors and donors. The governing organizations within the school (the Board of Directors, School Administration/Leadership team and the Community Council) build the foundation, support the structure where teachers can guide the learning and furnish the essentials to enrich the school experience.

School will engage parents, teachers and community members through participation on the School Site Council, with the purpose of advising the Principal on the operations of the School program with a focus on improving student academic achievement. Research shows that the involvement of parents in their adolescents education has a significant and lasting impact on both academic achievement and post-secondary attainment. School encourages families to be engaged in their children's education; to form working relationships with the faculty, staff, students, and other parents; and to contribute to the school community in meaningful and developmentally appropriate ways.

The Board and the Community Council each have, at their core, the belief that parent involvement is crucial to the success of the students and the school as a whole. The educational philosophy, the enrichment of the curriculum, and the strength and cohesiveness of the school community all rely on active support by parents. Good communication, family commitment to shared goals and the maximized use of talents and skills promote a culture of excellence at the school.

Board of Directors governs School pursuant to its adopted corporate bylaws. The Bylaws may be subsequently amended from time to time but shall be consistent with this charter. Board of Directors and employees will comply with all laws relating to public agencies in general, all federal laws and regulations, all state codes, all nonprofit integrity standards and regulations regarding ethics and conflict of interest as the pertain to charter school.

School as an independent charter school, is in the process of incorporating as a California non-profit public benefit corporation pursuant to California law and is applying to be a 501 c(3) tax-exempt.

School shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to the Education Code Section 47604(c), District shall not be liable for the debts or obligations of the charter, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by school as long as district has complied with all oversight responsibilities under Section 47604.32 and subdivision (m) of Section 47605, including providing its annual, independent financial audit report, and other required reports on a timely basis.

BOARD OF DIRECTORS

Charter school is governed by a Board of Directors, which includes three representatives from the Community who may or may not be parents of current students, the Executive Director (Principal), one faculty member and two student advisory members. The representative of the District may also serve as an ex-officio member of the Board. As stated in the school Bylaws, each director (except Executive Director (Principal)) is elected by their respective constituents. The Faculty elects one representative to the Board for two-year term. The Student body elects two students as advisory members for staggered two-year terms.

To ensure that a Board as a whole reflects a broad base of relevant experience and there are no conflicts of interest, parent/community member candidates for the Board are the first identified and qualified by a nominating committee and both parent/community member candidates and student advisory members are cleared for conflict of interest by the nominating committee. The nominating committee is made up for a student, a staff member, a parent, a board member and the Principal. The nominating committee recruits parents or guardians of students and community members with expertise in one or more of the following areas: school administration or operations; curriculum or professional teacher development, non-profit management, finance, law or fundraising. The Board has ultimate responsibility for the operation of the school, including but not limited to, financial management, personnel, policies regarding admissions, discipline and curriculum and parent involvement. The responsibilities of the Board include but are not limited to:

Upholding the mission and vision of the school;

Overseeing the implementation of the charter;

Creating external or sub-committees including an audit committee, a nominating committee and others as needed;

Ensuring compliance with applicable law such as Brown Act, the Public Records Act, and policies such as Conflict of Interest;

Approving all operational policies as well as working with the school's administration and faculty to implement such policies through the Executive Director (Principal)

Approving and monitoring the school budget and the school's fiscal practices, including solicitation and receipts of grants and donations;

Maintaining responsibility for a fiscally solvent organization through:

Regularly reviewing current financial statements and asking questions

Implementing financial policies and internal controls

Holding staff accountable for carrying out financial policies

Conducting a financial audit annually.

Approving all hiring, firing, and discipline of employees as well as all employee contracts and personnel policies;

Approving student and parent policies, including, but not limited to admissions, and disciplinary policies including suspension and expulsion;

Approving and monitoring management of school liabilities, insurance, health, safety and risk-related matters;

Approving all contracts and expenses in excess of 1% of the annual operating budget;

Building the Board by identifying, recruiting and training new board members

Annually engaging in a self-evaluation process.

The Board of Directors meets monthly and follows the Brown Act. Board meeting notices and agendas will be posted in public areas at least 72 hours in advance of meetings.

EXECUTIVE DIRECTOR

The Executive Director is a member of the charter school Board of Directors. The Executive Director's responsibilities include but are not limited to

Representing staff and faculty interests;

Providing input to the school budget;

Assisting with employee relations;

Facilitating the execution of the annual development plan for the school;

Curriculum;

Student enrichment programs;

Professional development opportunities.

28

COMMUNITY COUNCIL

Community Council will work under the direction of the School Board to best support the needs of the school, will create subcommittees as needed to support various aspects of the school. Examples of probable committees are:
Community Building

Student events;

Athletics;

After school enrichments and clubs;

Recruiting and Outreach;

Operations Support;

Program Support;

Mentoring and Tutoring;

Fundraising.

This organization will allow students to have more responsibility for the operation of their own school and will provide opportunities for students to learn firsthand about collaboration, enacting change in their own school environment and participating in policy making.

SPECIAL EDUCATION

Special Education students will be served through the El Dorado SELPA and overseen by the District. School implements a Student Study Team which meets as needed to design and implement support strategies for students with academic and social needs. Students who continue to have ongoing academic challenges that are not resolved through clearly documented and measurable interventions may be referred for special education evaluations. School staff will be instructed regarding the purpose and administration of the Student Study Team and Special Education search/child find efforts and referral procedures.

Special Education will be provided using a full inclusion model in compliance with state and federal policies and guidelines. We are full-inclusion school providing instruction to students with disabilities through the Least Restrictive Environment (LRE) as required by the Individuals with Disabilities Education Act (IDEA) Special Education staff provides services both directly and through collaboration with the general education staff. Training, materials and/or assistance with modifications and/or

adaptations for implementing the Individual Educational Plan (IEP) are provided for optimum student access to the general education curriculum.

Full inclusion includes:

Promoting student learning through co-teaching with a general education and a Special Education teacher, including developing modified curriculum when needed;

Creating smaller learning environments with the assistance of the special educator and/or paraprofessional in the classroom;

Improving professional collaboration, as special educators are an integral part of the teaching staff;

Improving student achievement with access to CA common core standards through participation in the general education program, using instructional materials modified to fit the individual Educational Plan (IEP);

All teachers share equal responsibility for the success of students with IEPs.

The 504 Coordinator in collaboration with the Principal monitors students with 504 plans; the 504 Coordinator organizes review meetings with parents and students with 504 plans, communicates with teachers regarding plan requirements, and monitors plan implementation. Additionally, the 504 Coordinator maintains regular communication with Special Education and regular education teachers and staff, including through the SST process, in order to determine the applicability of 504 accommodations for students in need of support.

School will employ in the future one full time Education Specialist, two full time Special Education Aides; these personnel will be school employees. Also we need one part-time School Psychologist, one Therapist, one part time Adaptive Physical Education specialist, and one part-time Vision Therapist. School anticipates that these services will remain fairly consistent yet acknowledges the need to adapt these services to meet the changing Special Education needs of our students in compliance with IDEA.

While the El Dorado SELPA provides final oversight and assures legal compliance for Special Education services at the school, the local JPA personnel are available for support (including but not limited to attendance at IEP meetings and legal compliance questions) as well as professional development.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

The qualifications to be met by individuals to be employed by the school – California Education Code Section 47605(b)(5)(E).

Our school shall recruit professional and qualified personnel who believe in the philosophy of the school for all staff positions.

Charter School shall be nonsectarian in its employment practices and all other operations. The School shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender, or disability or any characteristic described by Education Code Section 220.

All employees should possess the personal characteristics, knowledge and relevant experience consistent with the responsibilities and qualifications identified. School will create job descriptions that convey these requirements. Staff members will be recruited through communication channels, such as Ed Join, education networking websites such as the California Charter Schools Association, Teach for America, the school website, as well as career fairs, local universities, word of mouth and other outlets.

All school employees shall be fingerprinted and staff successfully pass all required Department of Justice/ Federal Bureau of Investigations checks and background checks that provide for the health and safety of the Schools faculty, staff, and students prior to beginning work.

EXECUTIVE DIRECTOR (PRINCIPAL) SELECTION

The position of Principal is selected by the Board of Directors. Upon successful screening of candidates, the founders of the school will interview and show the campus/general location of the school to the potential candidates. The founders will then recommend their top choices to the Board of Directors for an interview. Upon formally meeting with the Board, the candidates for Executive Director will be narrowed down even further and after consensus of the Board, the Executive Director will be selected.

ROLES AND RESPONSIBILITIES OF THE PRINCIPAL

The Executive Director (Principal) supervises the teachers and non-instructional staff and shall operate as the chief executive officer managing the day-to-day functions of the School. The Principal shall act as

the instructional leader at the School and shall be responsible for helping the School's students achieve outcomes as outlined in the Educational Program.

Direct responsibilities will include:

1. Overseeing the daily operations of the school.
2. Creating and maintaining a support that helps students and staff feel safe and reach their full potential.
3. Hiring, support, evaluation and termination of all staff.
4. Reporting on school performance to the Board of Directors and the charter authorizer.
5. Supporting teachers in instruction to implement the school's vision and realize the school's mission.
6. Facilitation of decision making involving all stakeholders.
7. Preparing credentialing paperwork and monitor processing.
8. Organizing and lead teacher workshops and in-service.
9. Organizing teachers common planning time.
10. Handling student discipline issues, including suspension and expulsion with the Board.
11. Acting as a liaison to external partners
12. Representing the school at meetings/forums.
13. Assist in writing grants, facilitating fundraising and/or obtaining loans.

Candidates for this position will possess:

1. Leadership, supervision, and staff development experience;
2. Teaching experience in an urban educational setting;
3. Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors and community stakeholders;
4. Proficient in the use of computers, including but not limited to word processing, Acrobat, etc.

This individual must meet all the minimum requirements, prescribed by the Law.

1. CA teaching credential. (Admin. Credential desirable).
2. MA in Foreign language or Linguistics (Ph.D or Ed.D desirable).
3. Teaching Experience in Related Field.
4. CLAD/BCLAD certification a must.
5. The Board reserves the right to consider candidates based upon a combination of education and experience.

TEACHERS

Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be located on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.- California Education Code Section 47605(1).

Teachers will be selected by the Principal and hiring committee on an application and interview basis in consultation with parents, students and other staff members. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise and their ability to demonstrate classroom instructional capabilities.

The teachers job responsibilities include:

Help develop and provide a quality, enriched curriculum that is aligned with the new CA Common Core Standards in all core content areas.

Provide continual assessment of students progress and maintain records.

Continually evaluate classroom performance to meet the needs of the students.

Provide an effective classroom environment that reflects and facilitates the academic program.

Oversee grade level projects.

Provide peer assistance to fellow teachers.

Continue to work on professional growth

Have, at a minimum, basic experience with educational technology.

Actively strive for continuous and open communication with parents and community members.

Maintain regular, punctual attendance.

QUALIFICATIONS FOR A TEACHING POSITION INCLUDE:

1. Hold a valid Commission on Teacher Credentialing Certificate (in subject area) with CLAD or BCLAD).
2. One or two years of prior teaching experience as a full-time teacher.
3. Highly Qualified as defined by NCLB.

4.Strong classroom management skills.

5.Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet, digital media.

6.Hold a Bachelors degree from a four year college or university, and

7.In-depth understanding of and commitment to the Schools vision and mission.

School will employ highly qualified teachers, both in terms of formal training and experience to teach at school. In addition to possessing a current California Teacher Credential, teachers will hold specialized certifications or the equivalent training toward the BCLAD and CLAD to work with English Learners as required by NCLB and state requirements monitored by CCTC.

Charter school will adhere to all requirements outlined by NCLB with respect to teachers and paraprofessional employees. The school will hire substitute teachers in accordance with applicable law.

Executive Director and hiring committee on an application and interview basis in consultation with parents and other staff members. Aides will assist with the differentiation of instruction by working with individual students and small groups, by assessing students on particular skill and content standards and by pre teaching and re teaching as appropriate. Aides will also provide primary language support in the student s native language and assist in communication with their families.

Instructional aide responsibilities include, but are not limited to:

Providing instructional support to students by working with them individually and in small groups.

Assist with ongoing assessment of student mastery of skill and content standards under the supervision of the classroom teacher.

Help the teacher differentiate instruction by providing re-teaching, scaffolding support and additional challenges for students working above grade level.

Supervise students during independent activities, and

Other duties as needed.

THE JOB QUALIFICATION OF AN INSTRUCTIONAL AIDE INCLUDE:

Previous classroom experience or relevant experience with ages of children served;

Associates degree, two years of college or passage of NCLB competency exam;

Fluency in English and Foreign languages preferred; and

Meeting other requirements NCLB.

BUSINESS SERVICES ADMINISTRATOR (0,25 PT)

The Business Services Administrator will work with the Principal to implement responsible fiscal policies and operations of the School. This person will also assume the role as the office manager in the first five years of operation. Candidates for this position will possess knowledge, skills and abilities in the following:

Administrative principles and practices including organizational development, administration, budgeting, purchasing and employment management;

Principles and practices of educational accounting, budgeting, and financial analysis;

Concepts and techniques of financial control systems and methodology;

Laws, rules and regulations that apply to educational fiscal operations;

High level of organizational skills;

Ability to manage multiple tasks.

The candidate must meet all of the following minimum requirements:

Any combination of education and/or experience equivalent to completion of a BA Degree in Public or Business Administration or related field; and three years experience administering budgets and performing data analysis, preferably in an educational environment.

EVALUATIONS

Employee supervisors will be responsible for providing feedback on performance. They will not wait until major evaluations but will maintain an ongoing dialogue about how the employee performs his or her work.

Major evaluations will occur twice a year and will address all aspects of each employee's job description. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel.

The Principal will be evaluated by the Board on: maintaining a fiscally sound charter school including a balanced budget; overall successful school academic program and achievement of educational goals; high parental and community involvement.

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES

The school will maintain records documenting compliance with fire, health, and structural safety requirements. Facilities will comply with state building codes (understanding that charter schools are exempt from the Field Act) and, federal Americans With Disabilities Act requirements. The school will maintain a record of facility inspections that is available for review. Appropriate disaster and safety plans will be developed and implemented and reviewed regularly, and are readily accessible in the front office as well as classrooms and other common areas.

School shall comply with all provisions of Education Code 44237, including the requirement that as condition of employment each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to California Department of Justice for the purpose of obtaining a criminal records summary. These requirements for criminal records must meet or exceed District personnel standards. All persons assigned to work at the school will be processed by the personnel department and must undergo a criminal record review. The Principal shall have responsibility for ensuring employee DOJ clearance.

Records of student immunizations will be maintained, and staff shall honor the USD requirements for periodic TB tests. School will require all enrolling students and staff to provide documentation of immunization in accord with requirements of the Health and Safety Code Sections 120325-120375 and CA Administrative Code Section 6000-6075. This includes immunizations for polio, diphtheria, tetanus, peruses, measles, mumps, rubella, and hepatitis B as described in Department of Health Services Document IMM-231. The school in the future will employ a nurse to provide oversight of immunization requirements and student mandated health screenings. The school will provide food services for the students attending the charter school as required by law. The school may contract with the District or any other source to provide such food services.

Campus safety will be reinforced through the comprehensive student behavior expectations. School will develop further health, safety and risk management guidelines in consultation with District insurance carriers and risk management experts.

ELEMENT SEVEN: ACHIEVING RACIAL AND ETHNIC BALANCE

To create a school community that reflects the diversity of the Unified School District, the Charter attempts to recruit students, in addition to those matriculating, from a range of ethnic, linguistic, and racial populations. The school commits itself to quantifiable efforts designed to show its commitment to a diverse student body. Recruitment strategies include the following efforts:

Expend at least \$500 annually on print and electronic media (including but not limited to advertisements in non-English and non-Russian publications), flyers and direct-mail to recruit applicants of diverse backgrounds;

The development of outreach materials in other languages, including Spanish, to reach parents who are not English speakers;

Annual off-campus presentations to community groups, churches, agencies and other organizations and local events that have District contact with the racial and ethnic communities in the District.

An enrollment timeline that allows for a broad-based recruiting and application process, and that is aligned with the diverse needs and composition of the prospective population;

Posting of promotional and informational materials and announcements on other community languages on the school website, including, but not limited to a clear explanation of enrollment procedures and policies.

The school will maintain auditable records of the above activities, ethnic balance, and expenditures.

The school will establish and publicize open enrollment periods as follows: December 1-January 31, February 1-March 15; March 16-April 30. Notice of the open enrollment period, the admissions process, and the place of any lottery will be included in public literature as well as featured prominently on the school's website. This includes the appropriate recruitment materials, advertisements and forums mentioned above.

Our school will engage in these efforts for the life of the charter.

ELEMENT EIGHT: ADMISSION REQUIREMENTS

Charter schools are schools of choice. All students in the School District and all other districts are eligible to attend school. School will comply with Education Code 47605.

First priority will be given to students who live in the District and are matriculating from school. In order to attain our vision of a racially, economically, linguistically and geographically-diverse population, we will implement an admissions process designed to reach out to all families and to enable the school to maintain a diverse student body. The following admission processes, consistent with non-discriminatory statutes, will be followed:

Parents of students applying for admission must complete a non-discriminatory application during one of the schools open enrollment periods: December, 1-January, 31; February, 1-March, 15; March, 16-April, 30. If the waiting list exceeds 100 students during any given enrollment period, the school may choose to cancel subsequent enrollment periods for that school year.

Parent or guardian must visit the campus at a time of their convenience, or attend one of the scheduled informational meetings during the open enrollment period, at which time a staff member will detail the school's expectations of both student and family. Evidence of such visit will be attached to application.

Student and parent must complete and sign the Enrollment Form, Notice of Non-Discriminatory Practices, School/Home Agreement and Zero Tolerance Agreement.

School will be open to all students including those with special education needs.

Should the number of valid applicants exceed the number of available openings, the school will conduct a random public lottery, designed to establish a diverse student population. The following rules and procedures will be used and communicated to all interested parties at least 30 days prior to the lottery:

1. The school will enlist the services of an outside agency or uninterested party to monitor and verify the fair execution of all activities related to holding the lottery.
2. The lottery will take place within 30 days of closing each open enrollment period, which will be at least 60 days in length.
3. The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school that is large enough to accommodate all interested parties.
4. The lottery will take place on a weekday afternoon or evening or other time when most interested parties who wish to attend may do so.
5. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade at the time of the lottery.

6. The following preferences will be extended to potential students:

Siblings of students who are presently enrolled in School will be guaranteed admission as space is available.

Siblings of students whose names are drawn during the lottery shall receive a guarantee of admission unless the sibling is to enroll in a grade that has all of its spaces already filled in the drawing. In such cases the sibling would be placed at the top of the waiting list for admission to that grade.

Students within the District will have priority over students from outside the District.

7. The lottery shall draw names from a single pool of ballots or identified pools of ballots designed to establish a diverse student population.

8. The ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery.

9. The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.

10. Potential students on the waiting list shall provide contact information to be used if the event space becomes available. Parents/guardians of students promoted to school from the waiting list shall be informed on at least two separate occasions by phone or e-mail. Families not responding within 48 hour period will forfeit their right to enroll their student in the school for that school year. When positions come available in each grade, waiting list parents will have the first right of refusal for those positions.

11. The outside organization or agency verifying the fair execution of the lottery shall confirm in writing that the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.

ELEMENT NINE: FINANCIAL AUDITS

The Board of Trustees will contract with an independent auditor for an annual financial audit produced according to generally accepted accounting principles. The audit will verify the accuracy of the Schools financial statements, attendance and enrollment accounting practices, and review the School's internal controls. School will transmit a copy of the Audit to the District – as well as to the County Superintendent of Schools, the State Controller and the State Department of Education – by December, 15 of each year. The independent auditor will be selected from the approved list of charter school auditors as published by the State Controller. The auditor selection process shall involve the following steps: 1) Each fiscal year the Board of Trustees shall convene an auditor selection committee to review applications from auditors approved by the State Controller; 2) the Board of Trustees shall through formal Board action select an auditor for school.

Should the audit note any exceptions or deficiencies, the School will follow a procedure whereby the School:

Informs in writing all audit recipients if any exception and/or deficiency the School disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation;

Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and,

Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the District and the School by no later than the following June 30th or other time as may be mutually agreed to.

In addition, the School will:

Prepare and file with the District on or before September, 15 and annual statement of receipts and expenditures of the charter school for the preceding fiscal year (Education Code Section 42100);

Prepare and file with the District a preliminary budget on or before July,1, an interim financial report on or before December,15, a second interim financial report on or before March,15, and a final unaudited report for the full prior year on or before September 15 (Education Code section 47604.33);

Respond promptly to all reasonable inquiries regarding its financial records;

As a nonprofit public benefit corporation the School will make provisions for the liabilities, debts and financial obligations of the school and will indemnify, defend and hold harmless the District for damages resulting from acts of the school.

ELEMENT TEN: STUDENT SUSPENSIONS AND EXPULSIONS

The purpose of the suspension and expulsion procedures is to ensure a safe and effective learning environment. Successful procedures provide for due process; these procedures are specific and concrete as established in the Suspension and Expulsion policy.

PURPOSE OF THE SUSPENSION AND EXPULSION POLICY

As part of the educational mission of the School administrators, faculty, and staff are responsible to ensure that School is the safe and secure environment. Consequently, administrators, faculty, and staff are tasked with watching out for the health, safety, and emotional welfare of all students.

This suspension and expulsion policy will be adopted. There are two forms of discipline that enable the removal, either temporarily or permanently, of students whose behaviors are contrary to the academic mission of the School. The disciplinary removals include suspension and expulsion. Such disciplinary actions are used when previous methods of prevention or intervention have not been successful, or when the student's behavior poses a substantial or well-founded risk of property damage or harm to others.

SUSPENSION

1. SUSPENDABLE OFFENCES.

State law allows for the suspension of a student if the student, while on school grounds during school hours, going to or from school, travelling to or from and during school-sponsored activities, has engaged in any of the following acts, including any crimes as defined in the California Penal Code:

Assault/Battery Causing, attempting to cause, or threatening to cause physical injury to any other person, as specified in California Penal Code, sections 240 and 242. Also included are any attempted or actual sexual assaults or batteries. The legitimate right of self-defense is not abrogated.

40

Weapons Possessing, selling, providing or furnishing any weapon – including guns, knives, explosives, or simulated or toy weapons, such as, but not limited to pellet, airsoft, paintball and BB guns. Also applies to the use of any object in a threatening manner, including traditional classroom supplies such as pencils, pens and paperclips.

Alcohol/Tobacco/Intoxicants/Controlled Substances/Drug Paraphernalia. Unlawfully attempting to, or actually possessing, using, selling, offering, furnishing, or providing all forms of alcohol, tobacco, intoxicants, controlled substances, or any drug paraphernalia. As used here, intoxicants can include, but are not limited to, classroom supplies used as inhalants such as glue, paint, or liquid paper. As used here, drug paraphernalia can include, but are not limited to pipes, syringes, bong, rolling papers, etc. As used here, using alcohol, tobacco, intoxicants, or controlled substances includes being under the influence of the same.

Substance in Lieu of Alcohol/Intoxicants/Controlled Substances Providing, furnishing, offering, or selling any item claimed to be alcohol, tobacco, intoxicants, or controlled substances but were not such items.

Robbery and Extortion Committing or attempting to commit robbery, as defined in California Penal Code, sections 518 et seq.

Property Damage Causing or attempting to cause damage to school or private property, including vandalism as defined in California Penal Code, section 594.

Theft . Stealing or attempting to steal school or private property in violation of California Penal Code, section 494, or receiving stolen property in violation of California Penal Code, section 496.

Obscenity. Committing obscene acts, including consensual sexual acts, or engaging in regular profanity or vulgarity.

Disruption or Defiance. Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials, or other school staff engaged in the performance of their official school duties.

Sexual Harassment. Making unwelcome sexual advances, requesting sexual favors or other sexually charged verbal, visual or physical conduct of a sufficiently severe sexual nature that has a negative impact on the victim's individual academic performance.

Hate Violence Causing, threatening to cause, attempting to cause, or participating in acts of hate against people and property. This includes but not limited to negative behaviors that target members of the particular gender, race, ethnicity, religion, sexual orientation, or the mentally or physically challenged.

Harassment, Threats, Intimidation and Bullying.

Harassing, threatening, intimidating or bullying any person with the actual or expected effect of disrupting class work, creating substantial disorder, or creating a hostile educational environment. Also includes threatening serious property damage. As used here, "bullying" requires proof of repeated harassment, threats or intimidation and can include technologically advanced methods of communication, including, but not limited to, the use of telephones, cell phones, internet etc.

Hazing. Engaging in, or attempting to engage in any activities used for initiation or pre-initiation into a student organization, club or related activities, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm. Applies to off campus school events.

Bullying. Repeatedly harassing and/or attacking a student or group of students with the actual or expected effect of disrupting class work, or creating substantial disorder, or creating a hostile educational environment. This definition applies to use of technology (internet; cell phones, etc) that comprises 'cyberbullying'.

When any student is recommended for suspension or expulsion for any reason requiring police notification, a Police Department officer may be brought in to investigate the situation and possibly detain the student.

2. AUTHORITY TO ORDER FORMAL SUSPENSION

A principal or designee (hereafter principal/designee) may order formal suspension from school. The maximum length of formal suspension is five consecutive school days for any single suspendable act. However, the principal/designee may suspend the student for up to, but not more than, ten consecutive school days if he or she poses an immediate threat to the safety of himself/herself or others. In the case where a student is considered truly dangerous, a suspension may exceed the ten consecutive days if the student's parent/guardian agrees or if ordered by court of law. Students may be suspended for a maximum of 20 days per school year.

2. PROTOCOLS AND PROCEDURES TO ORDER SUSPENSION

The procedures and protocols for formal suspension are outlined as follows:

A. CONFERENCE

When a student commits a suspendable offense, a school employee who witnesses or learns of the offense can recommend suspension to the principal/designee. Except as noted below, the principal/designee can suspend the student only after conferencing with the student and his or her parents, or guardian. At the conference, the principal/designee will explain the reasons suspension is being recommended. Additionally, the principal/designee will present all the evidence of the student's offense. Whenever possible, the school employee recommending suspension will be in attendance at the conference. The student will be afforded a full opportunity to present evidence in defense of his or her actions. The conference can be held at school in person or over the phone. However, if the offense presents a clear and present danger to the lives, safety, or health of others,

42

then the principal/designee can impose formal suspension immediately without first holding the conference. In such a case, the student and his or her parents or guardian will be notified of the right to conference within two days of the imposition of suspension.

B. DECISION.

If, upon hearing the student's version of events and examining the evidence presented, the principal/designee determines suspension is appropriate, the student will be suspended. If the principal/designee determines suspension not required, the student may be returned immediately to his or her regular placement, or be referred to an alternative program.

C. RIGHT TO ACADEMIC WORK DURING SUSPENSION

The teacher of any class from which a student is suspended may require that the student complete assignments and tests during the suspension period. Additionally, the student's parents or guardian may specifically request class assignments and tests during the suspension period. Within one school day of the beginning of any suspension, the suspension will be entered in the student's disciplinary record. A "Report on Suspension" notice will also be mailed to the parent or guardian.

3. ISSUES FOR STUDENT WITH EXCEPTIONAL NEEDS

A student with exceptional needs, or who is eligible for services under Section 504 of the Rehabilitation Act, may be suspended for up to ten days in a row, or up to 20 days total in any one school year. An Individualized Education Program (IEP) team, or an instructional study team, is convened when a student's cumulative days of suspension in a school year approaches ten school days.

The team evaluates whether: 1. The suspensions constitute a pattern. 2. The student's disability caused the misconduct. 3. The student's educational placement is appropriate.

EXPULSION

1. OVERVIEW AND RATIONALE

Expulsion is most serious discipline approach, requiring approval from the Board of Trustees (hereafter Board). If the expulsion is approved by the Board, and subsequently upheld by the

Schools' Office of Placement and Appeals, then the expelled student will be prohibited for up to two semesters from participating in any school-sponsored activity, including regular classes, dances, athletics, and performing arts events. Expelled students must attend a community day school or alternative education program.

2. **REASONS FOR EXPULSION.** The principal/designee can recommend expulsion if the student commits any suspendable offense. In addition, any violation of Zero Tolerance Policy will lead to an automatic recommendation for expulsion. These Zero Tolerance Policy acts include:

Use, possession, or sale of any weapon. This includes guns, knives, explosives or other dangerous objects. Any object used in dangerous manner is considered a weapon.

Brandishing a weapon. As provided in California Penal Code, section 417, this refers to drawing, exhibiting, waving, etc., any weapon, including but not limited to all forms of knives and blades; in an angry, threatening, or rude manner.

Dangerous Behavior. Repeated incidents of fighting, violence, or otherwise causing serious bodily injury to another.

Sexual Misconduct. Attempting to commit or committing any sexual assault or battery.

Use, distribution, or possession of controlled substances. Unlawfully using, selling, furnishing, possessing, or providing any controlled substance, excluding tobacco.

3. **AUTHORITY TO EXPEL**

Only the Board is authorized to order student expulsion after fully reviewing a recommendation for expulsion from the Expulsion Review Panel.

4. **EXPULSION PROCEDURES AND PROTOCOLS**

When a student commits an expellable offense, the principal/designee can request and propose expulsion. Upon such a proposal, the following procedures and protocols will be followed:

A. **NOTICE**

Within thirty school days of the principal/designee's proposal for expulsion, the student is entitled to a hearing. The student receives written notice of an expulsion hearing at least ten days prior to hearing. This notice includes:

Date and place of the hearing;

The specific facts and charges upon which the proposed expulsion is based;

A copy of the disciplinary rules which relate to alleged violation;

Explanation of the right for the student and parent or guardian to appear in person, or to obtain and be represented by an attorney;

Explanation of the right to inspect and obtain copies of all documents to be used at the hearing;

Explanation of the right to confront and question all witnesses who testify at the hearing, and to question all other evidence presented;

Explanation of the right to present evidence on the student's behalf, including Witnesses. A student is entitled to one postponement of an expulsion hearing. Once the hearing has started, it must be conducted without any unnecessary delay. A student will be offered an Independent Study contract by pending the conclusion of the expulsion process,

B. THE EXPULSION HEARING.

The Expulsion Review Panel consists of at least three charter school certificated staff members (including retired), such as counselors, teachers, vice principals or principals, who are not employed at the school

The Panel conducts a hearing to consider the principal/designee's proposal to expel a student. The hearing is closed to the public. Hearings are tape recorded and students have access to written materials presented to the panel. At the hearing, the principal/designee will present all evidence supporting the proposed expulsion, including calling any necessary witnesses to testify. The student and parents or guardian will be permitted to present all evidence in their defense.

After the evidentiary portion of the hearing, the Panel will deliberate and issue the following possible decisions:

Denial of the proposed expulsion: If the Panel decides not to recommend expulsion, the proceedings are terminated and the student is immediately reinstated. However, the principal/designee may request the parent or guardian to come for a conference to discuss a plan for the student's successful return. A decision not to recommend expulsion, the Panel will forward its recommendation together with its evidentiary findings to the Board. The evidence supporting the decision to recommend expulsion is also submitted to the District Office of Placement and Appeals.

B. APPELLATE REVIEW

Upon receiving a recommendation for expulsion from the Panel, the Board will review the evidentiary findings made by the Panel. The Board will decide whether to support the recommendation and order the expulsion. If the Board decides to reject the recommendation, then the proceedings are terminated. The principal/designee may request

the parent or guardian to come for a conference to discuss a plan for the student's successful return. All decisions by the Board are final as to school.

D. DISTRICT APPELLATE REVIEW

Students and parents or guardians have the right to appeal the Board's expulsion decision to the Office of Placement and Appeals. Regardless of the outcome of this appeal, the student may not return to the School or participate in any of its programs.

D. RIGHT TO ACADEMIC WORK DURING EXPULSION PROCEEDINGS

The school may require that the student complete assignments and tests during the expulsion proceedings period. Additionally, the student's parents or guardian may specifically request class assignments and tests during the expulsion proceedings period.

5. STUDENTS WITH EXCEPTIONAL NEEDS

If a student with exceptional needs, who is currently enrolled in a special education program, commits an expellable offense, the Board may order the student expelled only after an Individualized Education Plan (IEP) team has also determined that the student's conduct is not a manifestation of his or her disability.

The student's parents or guardian are immediately notified of the recommended expulsion and provided with both the notice as to the Expulsion Review Panel hearing as well as the right to participate in the IEP team meeting. The IEP team meeting must be held within ten school days of the decision to recommend expulsion, and at a time and place that is convenient to both the parent or guardian and school personnel. The IEP team meeting can be conducted via telephone conference.

The IEP team must consider all relevant information when regarding the behavior subject to expulsion. This may include

Evaluation and Diagnostic results;

Observations of the student;

Student's IEP and placement;

Behavioral intervention plan, if applicable.

In the case where a functional behavioral assessment or behavioral intervention plan was not conducted or implemented for the student before the behavior subject to expulsion, the IEP team must develop an assessment plan to address it.

In evaluating a recommendation for expulsion, the team must agree: 1) The student's disability did not impair his or her ability to control his or her behavior. 2) The student's disability did not impair his or her ability to understand the impact and consequences of the behavior. 3) The student's IEP and placement are appropriate in relationship to the behavior.

46

that resulted in an expulsion recommendation, and that supplementary aids, services and behavior intervention strategies are consistent and appropriate as well.

ELEMENT ELEVEN: STRS, PERS AND OTHER RETIREMENT COVERAGE

To the extent allowed by law, and subject to the decision of the Board of Trustees, eligible employees will participate in the following retirement plans:

State Teachers Retirement System (STERS; certificated staff)

Public Employee Retirement System (PERS; classified staff).

The School may establish other retirement plans for employees that include, but shall not be limited to the establishment of section 403(b) or 401(k) plans and will coordinate such participation, as appropriate, with the Social Security System or other reciprocal system.

We shall comply with ALL CURRENT LAW REQUIREMENTS regarding employees contribution in STRS, PERS and Social Security.

ELEMENT TWELVE: ATTEDANCE ALTERNATIVES

Our school is a school of choice. No student is required to attend. All parents and students will be informed that student have no right to admission in a particular school of any local education agency (or program of a local education agency) as a consequence of enrollment in School, except to the extent that such a right is extended by the local education agency. Transportation is the sole parental responsibility for families who choose to attend School, as School does not provide busing or any other form of student transportation.

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

District employees will have no special rights to work at Charter School. Applications for employment by USD employees will be evaluated on a similar basis as all other applications. USD employees who leave

47

to work at Charter School and subsequently desire to return to District employment MAY HAVE return rights, as District MAY SPECIFY. Any seniority established during an individual's former employment with the District will not transfer to Charter School.

ELEMENT FOURTEEN: DISPUTE RESOLUTION WITH THE UNIFIED SCHOOL DISTRICT

In the event that School or District have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to the following process:

In the event of a dispute between the School and the District, regarding the terms of this Charter or any other issue regarding the school and District relationship, both parties agree to appraise the other, in writing, of the specific disputed issue. In the event the district believes 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 district provides the school. Within 30 days of sending written correspondence, or longer if both parties agree, a charter school representative, a district representative, or their designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the charter representative and the district representative shall meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the process involving the assistance of a third-party mediator shall conclude within 45 days. All mediation cost and all other costs associated with dispute resolution shall be shared equally by the charter school and the district.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, the charter school shall be given a reasonable period of time to correct the violation, unless the district indicates in writing the violation constitutes a severe and imminent threat to the health and safety of the school's pupils. District shall reserve the right to take any action it deems appropriate and the school reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the district determines the violation constitutes a severe and imminent threat to the health and safety of the school's pupils.

ELEMENT FIFTEEN: PUBLIC SCHOOL EMPLOYER

48

Charter school shall be deemed the exclusive public school employer for the purposes of the Educational Employment Relations Act (EERA). As such, school recognizes employees rights under the EERA, will act independently from the District, and will comply with all provisions of the EERA.

ELEMENT SIXTEEN: SCHOOL CLOSURE

In the event of dissolution of School, the Board of Trustees, or its designee shall ensure compliance with California Code of Regulations, Sections 11962, other applicable laws, the Charter bylaws or any other legal or contractual requirements.

DISSOLUTION: If the School's Charter is revoked or not renewed and the School closes, the Board may elect voluntarily to dissolve school by passing a resolution approved by a majority of the Board. The Board shall continue in act as a board and shall have full powers to settle its affairs both before and after filing the Certificate of Dissolution. School shall cease to conduct its activities except to the extent necessary and except during such period as the Board deems necessary to preserve school's goodwill, pending a sale or disposition of its assets, or both, in whole or part.

CERTIFICATE OF DISSOLUTION:

After the Board approves the resolution to dissolve the school, the Board shall file with the Secretary of State a certificate evidencing that election, and copy shall be filed with the Attorney General.

NOTIFICATIONS: The Board will promptly notify the District of the effective date of the closure and provide information to assist parents and students in locating suitable alternative programs. The notice will be provided promptly following the Board's decision to close the School.

NOTICE OF DISSOLUTION: Once the Board has passed the resolution to dissolve, it shall provide written notice to all known creditors and claimants whose addresses appear on the school records and to the Attorney General. The Board shall also provide written notice to El Dorado SELPA.

AUDIT: Upon the dissolution of school, but before disposition of the assets and liabilities of the School, the Board shall oversee a financial audit of the School's assets and liabilities by a neutral third party auditor.

DISPOSITION OF ASSETS AND LIABILITIES: Based upon the audit findings, school shall pay or adequately provide for all known debts and liabilities as far as its assets permit. District school facilities and District personal property shall be returned to the District. Any remaining assets shall be disposed of at the

charter school Board's discretion, to the District, a charter school authorized by the District, or another public schools, approved by the District, consistent with charitable trust, imposed on Corporation. Assets held by school, upon a valid condition, requiring return, transfer, or conveyance which condition has occurred or will occur by reason of the dissolution shall be returned, transferred, or conveyed in accordance with the condition.

STUDENT RECORDS: Upon dissolution, the Board will provide for the transfer of all student records to the charter granting agency or other qualified entity. The Board will provide notice to each student and his/her parent or guardian of the whereabouts of his/her records so that the student may later obtain copies.

OTHER RECORDS: Upon dissolution, the Board will sort through all the records of the school to determine which records must be retained in accordance with law, and which may be destroyed. The Board will destroy those records that may be destroyed and will do so in a manner that provides for the confidentiality of the records. The Board will provide for storage of the records required to be retained by law in a matter that ensures their survival.

OTHER CHARTER ELEMENTS

SCHOOL CONFIGURATION AND ACCOUNTABILITY

Our school plans to be small enough to be a community where each student is known personally. Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. In smaller classes, teachers can give each individual student the time and attention necessary to realize his or her personal academic goals. The charter school GOAL is 20:1 student to teacher ratio in 6 through 12 grades. This is not a first five years of operation goal.

The school has a TARGET of 95% attendance, and will use a variety of strategies to maximize attendance, including clearly highlighting the longer school day and year in all student recruiting and enrollment materials; including a commitment to support the students full attendance in the Teacher-Parent-Student contract, which all parties sign at the start of each school year; proactively working with families as soon as student demonstrate a pattern of tardiness or absenteeism; providing occasional weekend opportunities to make up missed days.

For the first year of operations our goal is to meet District requirement as the school, located on a District facility.

LEGAL STATUS AND LIABILITY

School will operated by a nonprofit public benefit corporation. As such, School District SHALL NOT BE LIABLE for the debts or obligations of the School.

The School shall hold harmless, defend and indemnify the District, the Board of Education, its officers and employees, from every liability, claim or demand which may be made by reason of (a) any injury to person or property sustained by the School, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of the School, its officers, employees or agents. In cases of such liabilities, claims or demands, the School at its own expense and risk shall defend all legal proceedings which may be brought against it/ or the District, the Board of Education, its officers and employees, and satisfy any resulting judgement up to required amounts that may be rendered against any of them.

The School will purchase General Liability and Auto Liability in the amount of at least \$5,000,000 per occurrence, naming the District as an additional insured, and Worker s Compensation insurance within statutory limits. As an alternative, the School may purchase and maintain insurance with limits and coverage as deemed mutually acceptable to the District s risk manager at the School.

FUNDING

The school elects to receive funding directly from the State of California through the County Treasurer and the County Office of Education in accordance with applicable law and the State s block grant program for charter schools. The School through its CMO will act as its own fiscal agent. The District agrees it will use its ability to transfer funds from the School s Treasury Account to the District only with specific permission from the School or from its CMO.

While School does not expect the District to advance to the School future revenues (i.e., smooth out the School s revenue stream), nothing in this charter shall prevent the District from electing to do so at the School s request.

The District agrees to forward the School s full share of local aid to the Schools account at the County Treasurer each month when due and so send separate notice to the School of each deposit amount without delay.

51

DISTRICT SERVICES

The School and the District will negotiate in good faith on an annual basis to develop a memorandum of understanding (MOU) separate from this charter, one that establishes more specifically the financial and service relationship between the two parties. The School's purchase of goods and services, if any, from the District shall not negate the operational independence of the School from the District. Breach of the MOU shall not necessarily constitute breach of this charter.

The School does not anticipate purchasing any optional services from the District other than services for food service, student-pupil accounting, testing, and school police services. In District, consistent with the charter school MOU, agrees to provide its rationale for determining fair and reasonable pricing of any purchased services.

The District may charge for the actual cost of supervisory oversight of the School not to exceed one percent of annual revenues.

INFORMATION EXCHANGE

Charter school agrees that the School will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.

INTERNAL DISPUTE RESOLUTION

The District agrees to refer all complaints regarding operations of school to the Principal for resolution in accordance with the School's adopted policies. In the event that the School's adopted policies and process fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of the School unless the matter directly relates to one of the reasons specified by law for which a charter may be revoked. Notwithstanding the above, the District Board of Trustees shall have the ability to intervene in and respond to complaints about the operation of the school as is required by law.

ADMINISTRATIVE SERVICES

School reserves the right to maintain back office services in-house or contract any or all duties with a qualified entity. The School will use templates provided by District financial operations office to complete required financial records:

The School will annually prepare and submit the following reports to the District and the County Superintendent of the schools as prescribed in education code section 47604.33:

On or before July,1, a preliminary budget, a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of section 47605 satisfies this requirement.

On or before December,15 an interim financial report. This report shall reflect changes through October, 31.

On or before March,15, a second interim financial report. This report shall reflect changes through January, 31.

On or before September,15, a final unaudited report for the full prior year.

The School will adhere to the District's reporting requirement and provide the following reports as required by law:

CBEDS (California Basic Educational Data System).

ADA (Average Daily Attendance) Reports J18/19SARC(School Accountability Report Card)

School will contract with an independent auditor. The audit will verify the accuracy of the school's financial statement and reporting practices. The audit will be conducted in accordance with GAAP as applicable to public schools and in compliance with the audit provisions of the School's charters and charter schools legislation. Clear audit reports will be submitted to the District, County Office of Education, State Controller and CDE.

Charter School Board will meet routinely to review profit and loss statements, cash flow projections, reports of Budget to actual results, and balance sheets. It will also address audit deficiencies in a timely fashion.

WASC AND IB ACCREDITATION

53

The School will begin the process of Western Association of Schools and Colleges (WASC) accreditation in the first year of operation and take steps to ensure that the school will meet the 20 WASC criteria for approval (governance, qualified staff, curriculum etc.)

School will also seek accreditation through the International Baccalaureate (IB) Program within the first five years of operation. This program places emphasis on commitment to students interdisciplinary learning, their ability to make meaningful connections across subjects in order to understand, and act in, the world. This program is well-suited to the Dual Immersion Program.

HIGH SCHOOL TRANSFERABILITY OF CREDITS

If the proposed school will serve high school students, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the A to G admissions criteria may be considered to meet college entrance requirements, California Education Code Section 47605(b) (5) (A) (ij).

Students who enter or leave school will receive special guidance on satisfying traditional course requirements to facilitate their transition to or from another school. Curriculum mapping software will allow school staff to produce detailed transcripts describing exactly what new Common Core Standard have been taught to each student in order to best facilitate the students entry into another school.

GRADUATION REQUIREMENTS

FOREIGN LANGUAGE AND LITERATURE	ESSAY	4 YEARS
LABORATORY SCIENCE: CHEMISTRY, PHYSICS, BIOLOGY AND OTHER SCIENCES		3 YEARS
MATHEMATICS: ALGEBRA, GEOMETRY, ALGEBRA 2, TRIGONOMETRY, P.CALCULUS		4 YEARS
ENGLISH LITERATURE AND COMPOSITION		4 YEARS
US AND WORLD HISTORY: ECONOMIC, POLITICAL (GOVERNMENT), CULTURAL		3 YEARS
VISUAL AND PERFORMING ARTS		2 YEARS
TBA AFTER THE APPROVAL OF DOE		

57

WEEKLY SCHEDULE

RATIONALE

The school day starts at 9 am and ends at 4.30 pm. This later start time than typical middle and high schools is in response to research on the healthy sleep patterns of teenagers, which shows that they tend to fall asleep later, that they often do not get enough sleep, and that a lack of sleep leads to lower academic outcomes. The schedule also favors the use of longer blocks of time to permit more sustained focus in a class and fewer daily interruptions. Other schools that have used similar schedules to positive effect include the Big Picture Schools (such as Met West in Oakland and Deborah Meier's well-known Central Park East Secondary School). Our school will comply with the requirements set forth in Education Code 47612.5 and will be a 180 days long, which exceeds the minimum number or required days (175).

The instructional minutes in this schedule total 61,200, exceeding the required number of instructional minutes by the state (54,000) as well as typical instructional minutes in local public schools. This number includes some additional time, provided for an extended day, which offers students the opportunity to improve their skills with peer and teacher support.

CHARTER TERM

The petitioners request the District approve a term of this CHARTER SCHOOL up to five-year period, starting on June, 2014.

CHARTER REVISIONS

Material revisions to the charter must be approved by the Districts Board of Trustees. However, any proposed revisions to the charter will be presented to the District for a determination as to whether it is a material revision that must be approved by the District Board of Trustees. The District will make its determination and, if required, the District Board of Trustees will consider the revision for approval within 60 days of submission by the School or within a time mutually agreed to.

55

SEVERABILITY

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the District and School. District and School agree to meet to discuss and resolve any issue or differences relating to invalidated provisions in a timely and proactive fashion.

RENAMING RIGHTS

Charter school reserves the right, upon reasonable notice to those affected, to rename the School.

FACILITIES

NEEDS

Charter School intends to occupy a facility that supports the school's mission, vision and educational program. School required a fully equipped, contiguous school site to successfully and safely operate its program. School will be open in the fall of 2014 with an approximate enrollment of 160 students in grades 6, 7, 8. We anticipate needing approximately 12,000 sq. feet the first year, growing to 30,000 sq. ft. in years 4 and 5. (Calculation is based on the State standards of 75 sq. ft. per student. School anticipates needing 8 classrooms in year 1 growing to 15 classrooms in years 4 and 5, office space and storage. Facilities needs will change each year in order to accommodate growth in ADA and staffing. Approximate cost of facilities will be around \$17,000-\$21,000 per year.

Charter school may seek support of District, securing a District-owned facility through the annual Proposition 39 request. School may also consider leasing private facilities for the operation of the school. We already established a relationship with a commercial real estate agent for the purposes of searching for and securing an alternative location within the District area.

The school facilities will comply with State and local building codes, federal ADA access requirements and other applicable fire, health and structural safety requirements, and will maintain on-file records documenting such compliance which will be available for inspection. A complete plan for natural disasters such as earthquakes, fire, etc. will be developed prior to the opening of the school. School will

obtain the proper Certificate of Occupancy and any other necessary permit under local ordinances for operating a school.