

ROSAMOND COMMUNITY CHARTER
ELEMENTARY SCHOOL

A CHARTER PETITION RESPECTFULLY SUBMITTED TO THE
SOUTHERN KERN UNIFIED SCHOOL DISTRICT

SEPTEMBER 2013

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

Contact:
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661-729-1896

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Kim Oliver, hereby certify that the information submitted in this petition for a California public charter school to be named Rosamond Community Charter Elementary School (“RCCES” or the “Charter School”), and to be located within the boundaries of the Southern Kern Unified School District (the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

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

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [[Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.

- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

Kim Oliver, Lead Petitioner

Date

INTRODUCTION

A. Founding Group

The petitioners for the Rosamond Community Charter Elementary School are committed to excellence in education through an inclusive educational setting under a rigorous Common Core State Standards-based instruction that supports the whole student. Below please find a summary of our founders' backgrounds and areas of expertise. Appendix 20-A includes copies of our founders' resumes.

Meet the Founders:

Kim Oliver, Lead Petitioner

Mrs. Oliver holds a mild/moderate and a moderate / severe teaching credential, a multiple subject teaching credential and an administrative credential. Her college degrees include a Masters in Leadership and Special Education. Mrs. Oliver has taught children with special needs for 14 years and has gained an enormous amount of experience with mild/moderate and moderate/severe student disabilities. She has taught special education in the Southern Kern Unified School District for six years and has served at the District as a BTSA (Beginning Teacher Support and Assessment) Mentor, an After-School Director, an elementary administrator/assistant principal, a reading recovery coordinator, and as the Student Study Team Coordinator for students at-risk. Mrs. Oliver has served on school leadership teams, the school site council, the ELAC (English Learner Advisory Council) and DLAC (District Language Advisory Committee), the district Program Improvement team and an assistant for the GATE (Gifted and Talented Education). Mrs. Oliver has a great understanding for the needs of children with disabilities in Rosamond, California and the curricular academic program for regular education students in Southern Kern Unified School District. Her experience translates to the remediation process for special education students, the development of special education teaching instruction, experience in school operations, curriculum instruction and administrative leadership. She is well versed in analyzing data from the API (Academic Performance Index) and AYP (Adequate Yearly Progress), and is able to translate CST (California Standards Test) information into curricular design and measurable student achievement. Mrs. Oliver is knowledgeable in special education for the severe population of students with disabilities, the preparation of an IEP (Individualized Educational Plan), SELPA-Special Education Local Planning Area support for students who need additional regional services for equipment, and clinical psychological support counseling.

Negillie Smith, Community Outreach Coordinator

Mrs. Smith is a resident of Rosamond and has children attending schools in the District. She has first-hand experience with SKUSD and is aware of the need for student and parent choice for an elementary education. She has built a strong community team of supporters for the Charter School. The team has provided free tutoring to the community, provided disadvantaged support to shut-in community residents and those without transportation. Mrs. Smith and her team have conducted community outreach and canvassing campaigns on behalf of the Charter School in

neighborhoods throughout Rosamond. Mrs. Smith has been the driving force in building grassroots support for Rosamond Community Charter Elementary School.

Crystal Washington

Mrs. Washington holds multiple subject and special education teaching credentials and has experience teaching regular education and mild/moderate students. Mrs. Washington has a Masters degree in Special Education and has serviced the emotionally disturbed population and regular education students. Mrs. Washington has knowledge and experience with Behavior Management Systems and administering Direct Instruction in a dual immersion program for students with a second language. Mrs. Washington brings knowledge of a curricular English Learner immersion program using a second language and instruction. Mrs. Washington has worked in the special education and regular education population in the elementary and middle school setting. She has contributed to the founding group with her practical experience using Discreet Trial, Pivotal Instruction and overall Applied Behavioral modification for students with violent behavior and severe learning disabilities. Mrs. Washington is a reading recovery coach who coordinates reading recovery interventions that focuses on advance literacy, reading fluency and comprehension competency for students with reading challenges.

Marie Devin

Ms. Devin is a trained paraprofessional. Ms. Devin has used Discrete Trial instruction and the basic techniques of Applied Behavior Analysis for students with severe behavior problems. She has demonstrated her ability to teach the kindergarten population of students with special needs who have extremely low cognitive abilities in reading and math. Ms. Devin has built a reputation for teaching students with special needs to read. Additionally, she coordinated an after school program where she was the director/teacher who hired paraprofessionals, provided extraordinary lesson planning using science exploration projects and visual arts, and overall, a great demonstration of educational management and mentorship. She has an extraordinary commitment to education and will be an asset to the students in Rosamond. Ms. Devin has benefited this charter petition with her experience as an instructor for emergent kindergarten readers. She developed the pacing guide for and kindergarten in Language Arts, the school calendar, teacher and student handbook and all of the technical support hardware and software that supports the RTI component of our instructional plan, and the student reporting systems for attendance. Ms. Devin conducted the instructional material evaluation and adoption recommendations for software and textbooks. Ms. Devin will be extraordinary for the children of Rosamond, California.

John Berry, Founding Board Member

Mr. Berry is a retired college professor with 40 years of college experience. Mr. Berry has taught 25 years of undergraduate and graduate courses. His primary area of expertise is Business. He taught extension classes at Rockwell International, FAA, Computer Automation, TRW, Chief Auto, Sunstrand, and the U.S. Naval facilities in Seal Beach and Long Beach. Mr. Berry has taught at Antelope Valley College for 21 years. He has taught Business Management, Economics of the Underclass, Managerial Relations, Human Resources Management, Purchasing Materials Management, Small Business Management and Managing Consulting for Small Business Clients. Mr. Berry was granted Professor Senate. Mr. Berry worked in the capacities of Industrial Buyer at Rockwell International and a Personnel Administrator at the Aerospace Corporation. He

trained student consultants to enter the business community and help small business owners improve their businesses as well as increase their bottom line. In his spare time he has been an advocate and recruiter of students going to college. He has helped many students go to college around the United States. Mr. Berry brings his enthusiasm for student achievement and understanding of the foundational components of elementary education to the RCCES founding group, as well as his wealth of knowledge in the business of school operations. He has experience in Human Resources, teacher evaluation, facilities and vendor contract negotiations. Mr. Berry believes in the vision of RCCES.

Veronica Fields, Board Member

Mrs. Fields has a Bachelor of Science in Business Management. She is a licensed Real Estate Broker and employee benefits consultant for life insurance and disability services. Mrs. Fields is the Chief Financial Officer and Board of Director member of a non-profit corporation. She has twenty-five years of experience in the Financial Services Industry and ten years concentrated in Employee Benefits/Retirement Planning. As a Real Estate Broker Mrs. Fields is a wealth of knowledge of real estate transactions in acquiring industrial facilities, land, leasing, short sales, mortgage modifications and real estate contract experience. Mrs. Field also has experience as a grant writer for a non-profit corporation.

Consultants:

Young, Minney & Corr, LLP

Young, Minney & Corr, LLP is proud to be California's most experienced, knowledgeable and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation – including charter school petitions, renewals and revocations, employment and labor law, non-profit incorporations, board governance, facilities, student issues, policy development and much more.

Charter School Management Corporation

Our charter school board has selected CSMC for our back office and financial service operational needs. CSMC has provided support for the Rosamond Community Charter Elementary School petition process via creating our petition's financial plan, making themselves available to attend district and county meetings and hearings (as needed), and reviewing the business aspects of our petition narrative.

CSMC, founded in 2001, is the largest provider of back office support to charter schools in both California and the nation. CSMC currently supports over 100 charter schools in California, and 50 more in 7 other states. CSMC, with offices in Temecula, Los Angeles, Oakland, Indiana, Louisiana, Colorado and Florida, supports charter schools that are currently authorized by local districts, County Offices of Education, and the State Board of Education. CSMC is not an Educational Management Organization. CSMC does not provide day-to-day operational leadership or oversight to its charter school clients. Rather CSMC is a high quality contracted service vendor, supporting charter schools seeking to outsource their school business services.

Table 1: Founder and Consultant Expertise Areas

Name	Curriculum	Instructional Methodology	School Administration	Teaching	Special Education	Charter School/ Business Development	Legal	School Finance	School Facilities/ Real Estate	Fundraising/ Grants	School Non-Profit/ Assoc. Governance	Human Resources
Kim Oliver	X	X	X	X	X							
Negillie Smith										X		
Crystal Washington	X	X	X	X	X							
Marie Devin	X	X		X	X	X						
John Berry		X	X		X	X		X	X	X		X
Veronica Fields						X		X	X	X		X
CSMC					X	X		X	X	X		X
Young, Minney & Corr, LLP					X	X	X	X	X	X	X	X



I. EDUCATIONAL PROGRAM

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

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

A. Mission and Vision Statements

Mission Statement

The mission of Rosamond Community Charter Elementary School is to improve education for all students in the Rosamond community by providing a quality, standards-based educational program. RCCES will accomplish its mission by:

- Teaching skills and content that are aligned with the state standards.¹
- Creating a student-centered learning environment that is rich in quality academic and non-academic achievement.
- Creating a student achievement plan for all children.
- Providing all students the greatest opportunity to succeed academically and close the achievement gap.
- Providing parents of Rosamond a quality educational choice for their children.
- Utilizing effective teaching tools that are conducive to a high quality learning environment for all students.

Vision Statement

RCCES will provide students a thoughtful public education that improves their educational future. We believe that RCCES will ensure the future success of children in the Rosamond community by providing a program that services the educational needs of all students. We will meet our goals by accomplishing the following:

¹ RCCES recognizes that full implementation of the Common Core State Standards (CCSS) must be accomplished by the 2014-15 school year. The Charter School will adhere to the Common Core State Standards and the required implementation timeline. All references in this charter to adherence with the California State Content Standards will become adherence to the Common Core State Standards, in alignment with directives from the California Department of Education regarding implementation. See “Common Core State Standards Implementation” description, below.

- Students will focus on learning skills and content to read, write, spell, comprehend, analyze, and respond with accuracy.
- Students with special needs will be given a Fair and Appropriate Education (“FAPE”), where parents and staff work collectively to teach and nurture the goals and objectives of each student’s Individualized Education Program (“IEP”) with the intent to enhance their ability to learn at their maximum capacity.
- Staff will provide rich and in-depth academic instruction; learning opportunities and educational monitoring that will challenge the ability levels of all of the students.
- The school culture shall center on teaching all students with high expectations of success, where students realize educational competence and tolerance.
- A focused educational program that provides appropriate instruction, curriculum, intensive remediation and monitoring student progress.

B. Students to be Served – Whom the School Intends to Educate

RCCES seeks to serve students in the community that are not adequately served by traditional schools. One statutory purpose for charter schools is to “provide parents and students with expanded educational opportunities within the public school system.” (California Education Code Section 47601(e).) As such, RCCES seeks to truly meet the needs of *all* students by providing a site-based program with innovative educational options that are conducive to academic success. RCCES will provide an educational plan that begins with the Common Core State Standards, establishes depths of knowledge and assesses student performance using performance task requirements that are aligned with universal Common Core integration.

RCCES plans to serve approximately 425 students in grades K-5 by the end of the first charter term. We anticipate commencing instruction on September 6, 2014. RCCES’s projected enrollment plan will be as follows:

Table 2: RCCES Projected Enrollment

GRADE LEVEL	ANTICIPATED ENROLLMENT YEAR 1 2014-15	ANTICIPATED ENROLLMENT YEAR 2 2015-16	ANTICIPATED ENROLLMENT YEAR 3 2016-17	ANTICIPATED ENROLLMENT YEAR 4 2017-2018	ANTICIPATED ENROLLMENT YEAR 5 2018-2019
K	50	75	75	75	75
1	75	50	75	75	75
2	25	75	50	75	75
3	25	25	75	50	75
4		25	25	75	50
5			25	25	75
TOTAL	175	250	325	375	425

RCCES anticipates serving a student population that is generally reflective of the District, as demonstrated in the following table.

Table 3: Southern Kern Unified School District Demographics 2012-2013*

ETHNICITY	PERCENTAGE
African American	10%
American Indian/Alaskan Native	0.9%
Asian	0.6%
Filipino	0.7%
Latino or Hispanic	51%
Pacific Islander	0.2%
White	29%
Two or More Races	1.4%
<i>Sub-Group</i>	
Free or Reduced Lunch Participants**	70%
Students with Disabilities**	13%
English Learners	15%
<i>Spanish</i>	<i>99%</i>

*Source: CDE DataQuest, 2012-13 California Longitudinal Pupil Achievement Data System (CALPADS), accessed July 26, 2013.

** Source: CDE DataQuest, October 2011 CALPADS data collection and the 2012 Standardized Testing and Reporting (STAR) Program student answer document, accessed July 26, 2013.

RCCES will support students in achieving academic success through a developmentally appropriate educational environment. We believe that students from all ethnic and socioeconomic backgrounds can benefit from a small school of choice. We also believe that all students can thrive socially and academically in this innovative environment.

C. An Educated Person in the 21st Century

The 21st century community is interconnected with diverse audiences and access to an enormous amount of information. RCCES believes an educated person in the 21st century must have good cognitive skills, a great depth of knowledge, and be able to develop good ideas and conclusions from thoughtful research, and maintain common sense.

The 21st century educated person must be able to:

1. Critically determine logical occurrences of event to form an opinion.
2. Analyze information that shows their knowledge of mechanics and relational components between concepts and probable outcomes.
3. Demonstrate survival life skills during economic challenges.

4. Become innovators who are able to predict future trends and problem-solve.
5. Demonstrate strong collaborative skills with the ability to accept the views of others to create big ideas.
6. Use technology with ease and proficiency to enhance their academic future.

RCCES believes that these skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world at the dawn of this new century. We believe that fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, democratic processes and developmentally appropriate learning experiences, will encourage the creative and critical thinking skills that will enable our students to find workable solutions to these kinds of problems.

D. How Learning Best Occurs

RCCES believes that learning best occurs as follows:

- When students are given opportunities to rehearse numerous strands of learned information.
- In an inductive environment where multiple intelligences are considered. The best concert of skills aligned with the Common Core State Standards produces the best academic product, especially when students grow in depth and complexity as the school year progresses.
- When students are able to store and retrieve information with awareness and competence.
- When students demonstrate metacognitive competence and are able to support their thinking in accordance with the Common Core State Standards.
- In a culture of competence and school **Essential Elements** that supports student achievement.
- When students understand when direct instruction is the initiation of a new concept and they are able to assimilate and accommodate information into their existing schema. Students are learning when they allow themselves to learn hands-on, real-life experiences. Students gain a greater sense of their abilities as they analyze, apply, synthesize and evaluate content and their own learning.
- In a learning environment that is conducive to academic success.

E. Common Core State Standards

development plans. Under the structure of Smarter Balanced Assessment Consortium RCCES will work collaboratively to develop a student assessment system aligned with the CCCS academic content standards for English language arts/literacy and mathematics, as a part of our Task Analysis and Response to Intervention strategies. All students will measure student progress for readiness and preparation for State testing. To that end, RCCES shall create a CCSS steering committee to align instructional materials and curricular units to the CCSS and redesign data, assessment and accountability systems to reflect the expectations in the CCSS. Through shared leadership, RCCES will design self-sustaining practices that promote student-centered, inquiry-based learning. We welcome the learning opportunities the Common Core State Standards and Smarter Balance Assessment Consortium will bring to our school. RCCES has developed a CCSS Implementation Plan that follows the CCSS Systems Implementation Plan for California as approved by the State Board of Education on March 7, 2102 (<http://www.cde.ca.gov/re/cc/documents/ccsssysimpplanforcaapr13.doc>). Note: As current teachers, the school administrative leadership for RCCES have already begun to be versed in phases 1-3. The implementation plan described below will begin upon approval and/or hiring of teaching staff.

RCCES COMMON CORE STATE STANDARDS IMPLEMENTATION PLAN			
Professional Development	Resource Activity	Educational Design	Timeline
1. A Look at Kindergarten to Grade Six in California Public Schools Phase 1	<ul style="list-style-type: none"> • http://www.cde.ca.gov/ci/cr/cf/grlevel • Participate in all CDE hosted/sponsored Web-based seminars, learning modules, and CCSS listserv, resources & videos 	<ul style="list-style-type: none"> • Establish online/in-person CDE sponsored instructional resources • Correlate Task Analysis with expectations of grade level content • Publish publication for everyday use. 	Dec 2013
2. Common Core State Standards Phase 1	<ul style="list-style-type: none"> • Review ELA/Math and content shifts. • Review The Standards for Math Practice • Subscribe to Professional learning modules for ELA/Math http://www.cde.ca.gov/re/cc/ccssplm • Establish CCSS on brokers of Expertise Web • Determine alignment between textbook curriculum and CCS • Planning to align goals and objectives of IEP to the CCS 	<ul style="list-style-type: none"> • Build math rubrics using MP for RTI/ lessons. • Establish/ Review pacing guides • Establish lesson plans. • Determine thematic vocabulary and Dept of Knowledge Questions and answers • Identify content shifts for math and SBAC assessments • EL complexities in QARs, review literacy and writing and new standards • Establish Performance Task Assessments 	Dec 2013

RCCES COMMON CORE STATE STANDARDS IMPLEMENTATION PLAN			
Professional Development	Resource Activity	Educational Design	Timeline
	<p>according to the IDEA stipulations for the use of alternate assessment (34 Code of Federal Regulations [CFR] 300.320)</p> <ul style="list-style-type: none"> • A description of benchmarks or short term objectives is to be included in the IEP (34 CFR 300.320[a][2][ii]) 	<ul style="list-style-type: none"> • Develop EL pacing guides from the revised ELD standards of November 2012 for AB124 	
<p>3. Smarter Balanced Assessments</p> <p>Phase 2</p>	<ul style="list-style-type: none"> • Collaborate websites, webinar instruction, workshops and seminars to illustrate the pace and assessment design in ELA and mathematics. • Correlation of Performance Tasks with assessment benchmark and classroom testing. • Review the Smarter Balanced Practice Tests. • Align CCSS with SBAC for math and ELD • Prepare the Smarter Balanced Assessment computer adaptive test for students with special needs. • Preparation for low cognitive students with special needs to participate in the alternate assessment from the National Center and State Collaborative (NCSC) • Determine alignment between the alternate assessment and achievement plan using CAPA blueprints to dissolve use of CAPA. 	<ul style="list-style-type: none"> • Establish Performance Task Assessments • Prepare SBAC assessment system that aligns with the Task Analysis and RTi, ELD and assessment for students with special needs. 	Feb 2014
<p>4. CCSS-Instructional Resources and</p>	<ul style="list-style-type: none"> • Review a time supplement materials • Train with PowerSchool/Zoom • Train DataWORKS Direct 	<ul style="list-style-type: none"> • Customize technology that contains RTI benchmark testing and SBAC prep. • Establish technology-based 	Feb 2014

RCCES COMMON CORE STATE STANDARDS IMPLEMENTATION PLAN			
Professional Development	Resource Activity	Educational Design	Timeline
Technology Phase 2	Instruction for Set Up Academy & CST Readiness Exam for math. <ul style="list-style-type: none"> • Establish timeframes for attending ELD revision workshops, become available for CDE to become involved in ELD transition and new educational planning. • Plan parent communication for the use of technology. 	materials for student access to a variety of digital technology that is supportive assessment administration. <ul style="list-style-type: none"> • Reinforce DataWORKS explicit direct instruction, lesson design and delivery skills and content; that line up with Common Core interdisciplinary unit planning • Align CELDT questions that align with CCS and SBAC • Provide opportunities for parent involvement using practical technology in the classroom setting. • Seek funding from the United States Department of Education for CCSS implementation, if available. • Seek funding from state for implementation efforts, if available. 	
5. Review STAR Results Phase 3	<ul style="list-style-type: none"> • Identify the subgroup proficiencies for ELA/Math Determine grade level performance needs • Establish pacing guides according to test-release questions • Determine focus skills from blue Prints. • Identify gaps between grade levels. • Review the revised curriculum frameworks for math and ELA/ELD 	<ul style="list-style-type: none"> • Adjust pacing guides with CCSS • Adjust focus skills with grade levels. • Adjust Title III goals with student achievement of EL students • Align goals and objectives of special needs students with student performance. • Adjust the goals and objectives of students with special needs with CCSS. • Identify focus skills for students with special needs. • Post revised frameworks for 	Dec 2013

RCCES COMMON CORE STATE STANDARDS IMPLEMENTATION PLAN			
Professional Development	Resource Activity	Educational Design	Timeline
		math and ELD.	
6. Involve Stakeholders Phase 3	<ul style="list-style-type: none"> • Develop parent organizations. • Determine effective means of communication for all parents • Provide the preschool community an opportunity to become an elementary stakeholder. • Provide preschool parents opportunities to access the CCSS curricular expectations. • Call transitional kindergarten parents to become aware of TK curriculum and CCSS expectations. • Determine means of feedback • Support all parental efforts to participate in the educational plan for CCSS, assessment and classroom setting • Develop ways for parents to volunteer. 	<ul style="list-style-type: none"> • Advertise/Post the California Infant/Toddler Learning and Development Foundations and the California Preschool Learning Foundations. • Sponsor Preschool conferences to community parents. • Give conferences to present the alignments between kindergarten and preschool learning for CCSS. • Share the progressive STAR results with the gradual second grade anticipation for the kinder grade level. • Praise and recognize parental support. • Provide schoolwide training for parent volunteership and give opportunities for parents to provide suitable service to support the educational program. i.e. after-school program, PTA/PTO, Back to school assemblies, board meetings and parent letters. 	Dec 2013
7. CELDT Phase 4	<ul style="list-style-type: none"> • Analyze CELDT questions to align with ELD standards. • Review test blueprints for ELD standards • Promote CDE's SBAC webpage listserv to access. 	<ul style="list-style-type: none"> • Utilize SBAC Sample Items and Performance tasks • Revise quizzes, unit exams and performance tasks to align ELD standards • Revise the oral language instruction to include aesthetics that project verbal cohesiveness in the curriculum • Revise to consider vocabulary aligns with Depth of Understanding and language 	Mar 2014

RCCES COMMON CORE STATE STANDARDS IMPLEMENTATION PLAN			
Professional Development	Resource Activity	Educational Design	Timeline
		<p>comprehension.</p> <p>Combine critical thinking with comprehensive vocabulary.</p> <ul style="list-style-type: none"> • word problem. • Assist with using colloquial language on a daily basis. • Schedule formative and summative benchmark testing. • Implement the usage of the SBAC assessment technology 	

Upon approval of our charter petition, RCCES will implement the phases of implementation to ensure full CCSS implementation by 2014-15. RCCES’s guiding strategies for CCSS implementation are:

1. Facilitate high quality professional learning opportunities for our teachers to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.
2. Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students.
3. Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.

RCCES shall monitor its progress against the Common Core State Standards Significant Milestones timeline (available at: <http://www.cde.ca.gov/re/cc/tl/index.asp>). Additionally, under the Smarter Balanced Assessment consortium (SBAC) requirements and expectations, RCCES will ensure all assessments include the rigor and complexity of the CCSS.

Teachers will participate in weekly professional development meetings focused on understanding the intent and content of the CCSS for instruction and activities. The theme will mirror the shifts of the CCSS demanded in the implementation for each grade level. The shifts will be directed around student goals for the following:

1. Complexity: Students will be able to read and comprehend grade level material without diminishing colloquial academic language.

2. Evidence: Students will be able to demonstrate the validity between fact and fiction using a variety of sources and references.
3. Knowledge: Students will learn to collect data that leads them to infer, compare, contrast, predict and develop concise metacognitive skills that transforms them into lifelong learners.

F. Program Implementation

Instructional Strategies

RCCES will use a rich repertoire of instructional strategies, curriculum, and materials. The instructional strategies are designed for good practices of teaching. They meet the needs of the local district with 14% special education district; strong strategies are formal and embedded to ensure that all students are serviced. EDI will be formal instructional of delivery and checking for understanding using scripted relentless verifications of a student's critical thinking, application of content and memorization skills. Discrete trials is the classroom and RTI control element for breaking down skills and content for a student to better assemble and reciprocate information for testing performance.

As noted in the previous section, the following combination of **Essential Elements** comprises RCCES's approach to instruction for the students to be served by RCCES, as aligned with implementation of the CCSS and Webb's Depth of Knowledge levels.

The Webb method is a rubric that compares instruction, content and a student's testing ability. The Webb method offers four major types of alignment: categorical concurrence, depth-of-knowledge consistency, range-of-knowledge correspondence, and balance-of-knowledge representation. Each type provides a common degree of the CCSS compared to a classroom-, RTI- or CST-based assessment. The overall theme of the Webb method is a pervasive picture of curriculum, instruction, assessment and student performance.

- Categorical concurrence is a basic measure of alignment between content standards and test items.
- Depth-of-Knowledge (DOK) correspondence measures the type of cognitive processing required by items and content standards. Students are compared by their ability recall facts or reason with facts. Further, DOK expects students to either manipulate information or use strategically for ELA or math. DOK will determine the measure of complexity between CSTs or performance tasks. An administrative student performance staff will make a determination about the cognitive complexity of the standard and the assessment. Additionally, the written component of test performance is judged for its complexity, academic language for grade level and grade level comprehension.
- Range-of-knowledge correspondence measures between the assessment and content standards. The range-of-knowledge measure looks at the breadth of knowledge represented by test items in greater detail.

- Balance-of-knowledge measures the number of items matched to the content objective. The balance-of-knowledge representation indicator determines whether the assessment measures the content objectives equitably within each standard.

(Source: Human Resources Research Organization, Independent Evaluation of the Alignment of the California Standards Tests (CSTs) and the California Alternative Performance Assessment (CAPA) <http://www.cde.ca.gov/ta/tg/sr/documents>, accessed July 24, 2013.)

1. Explicit Direct Instruction

Explicit Direct Instruction will be the instructional delivery of choice for RCCES for every subject and strategy through initiation, remediation and cooperative instruction. It offers a challenge to a students' oral response in rhetorical situations, scaffolding language vocabulary and critically thinking through diverse application of explanation. Moreover, it develops the depth of knowledge towards a higher order of thinking and offers students an opportunity to demonstrate metacognitive independence in a safe environment conducive to learning and mastering self confidence in an intellectual setting. Explicit Direct Instruction is designed for all learners to receive information and verify their understanding under structured conversations using academic language. The effectiveness of a student's understanding will significantly improve achievement for all learners.

Explicit Direct Instruction Lesson Delivery Strategies:

- Checking for Understanding, with use of higher order questions
- Teaching strategies – Model, Explain, Demonstrate
- Content Area Literacy-demonstrate
- Comprehensible Input (modified speech, clear academic tasks, multi-modality)
- Contextual clues (Contextualized definitions, gestures, visual aids, graphic organizers, word banks, etc.)
- Academic, content, and support vocabulary development
- Guided opportunities aligned with CCSS for using academic language, under teacher directed verbal sentence frames to develop CCSS vocabulary.

RCCES will perform instructional strategies that enable our students to attain our mission. Its design is appropriate for children. It is a robust and high performing technique that immediately demonstrates students' understanding. It requires an oral instructional delivery that gives student opportunities to demonstrate expressive and receptive language. Students are required to respond directly after an instruction is given.

DataWORKS Educational Research has dedicated its efforts as a reputable host of Explicit Direct Instruction (www.dataworks-ed.com). The RCCES team is already highly qualified; trained and in full use of DataWorks for seven years. DataWORKS offers research that substantiates teacher- centered instruction in lesson design and lesson delivery where teachers directly teach their students specific concepts and skills usually taken directly from the state content standards. Moreover the lesson planning is provided and designed to match the expectations of a student's

response and teacher coverage of the content. DataWORKS sites a study covering 100 years of education, wherein Jeanne Chall (2000) found that the traditional teacher-centered approach improves the following:

- There were higher achievement than the progressive approach among all students, and its effect was even stronger for students who were less prepared;
- There was more effective for students with learning disabilities at all social levels;
- There was more effective for at-risk students at all social levels; and
- There was more effective for African American students.
- There was one study reported that there were few consistent differences in achievement between the progressive and traditional schools, and
- There were no studies that found that progressive, informal education resulted in higher academic achievement.

DataWORKS cited their research based theories from studies that demonstrated student success with specific intents of instruction. (See www.dataworks-ed.com; Hake, R. (1992) Hands-on technology-based activities. Retrieved on 2/16/2012 (<http://URLData Works-ed.com>); and Korwin & Jones (1990), Interactive engagement. Retrieved on 2/16/2012 (<http://URLData Works-ed.com>).

Research shows that teachers should focus on the content's best modality, not the student's. In an article by Daniel T. Willingham (2006), titled "The Content's Best Modality Is Key," a survey of six thousand students in introductory physics courses found that students in courses involving **interactive engagement** made substantial gains in problem solving abilities as well as the learning of physics (Hake, R. 1992). In a study to determine **if hands-on** technology-based activities enhance learning among eighth grade students by reinforcing cognitive knowledge and improving retention, the results suggest that hands-on activities enhance cognitive learning. This is done in part by improving short and long term memory retention of information through greater use of visual, auditory, tactile, and motor memory storage areas of the brain (Korwin & Jones 1990).

Checking for Understanding

Checking for Understanding involves the constant verification that students are learning what is being taught. It involves making students responsible for recognizing what is being taught. Under the expectations of the CCSS protocol, students will develop dimensions of Depth of Knowledge (DOK) of thinking, cognitive processing, questioning techniques and student independent performance.

Under DataWORKS instruction, the National Committee on Science Education Standards and Assessment frames such assessments as the process of teaching scientifically (National Research Council, 2007). The acronym "TAPPLE" was developed as a way of reminding teachers how to check for understanding:

- Teach first so all students are equipped to respond and ask questions
- Ask a specific question about what was taught or define the lesson objective

- Pause and Pair-Share, allow students to engage in cooperative learning
- Pick and Non-volunteer. Encourage independent responses
- Listen to the Response and evaluate effective feedback
- Echo, elaborate, or explanation open for peer review

The scope and sequence of grade level content standards at RCCES will be developed by teacher and administrative teams based on state blueprints, content standards and appropriate pacing. Intensive instruction will include robust checking for understanding and student performance. The practice and mastery will be evaluated under the Response to Intervention process (described below), where interventional instruction and benchmark testing will gauge a student's success to integrate skills and content over multiple subjects and multi-tasking skills.

The Lesson Plan

The lesson plan maps Explicit Direct Instruction for the teacher. The lesson plans will be derived from the anticipation of the lesson. Following is a sample lesson plan utilizing Explicit Direct Instruction:

- Learning Objective: Develops CCSS enduring unit understanding.
- Activate Prior Knowledge: Lessons will draw on student's prior knowledge.
- Skill Development: Teaching learning skills.
- Concept Development: Teaching to generalize learning skills over content
- Essential Question: Requires a student to explain the main idea of a CCSS interdisciplinary unit and construct meaning for themselves.
- Lesson Importance: Teaching students global aspects of the core
- Guided Practice: Assisting students to develop independence.
- Independent Practice: Requiring embedded assessment for CCSS.

Guided and Independent Practice

The guided and independent practice will be a range of researched based strategies that develop and enhance a student's ability to demonstrate mastery for skill and content, and shall include the following strategies:

- Cooperative Learning -- Problem solving in group instruction.
- Similar and Different -- Distinctions of comparison.
- Summarization -- Analyze and conclude
- Synectics -- Developing creative/perspective
- Memorization -- Mnemonic strategies

2. Instruction Conducive to Learning for All Children *Susan Barton Reading Program*

RCCES will implement the **Susan Barton Reading Program**. The RCCES administrative staff are formally trained in the Susan Barton Reading program and will initiate training to staff and teachers upon approval of the charter petition. The RCCES administrative staff will be responsible for ongoing training for all of its credentialed, classified and paraprofessional staff.

The Susan Barton program incorporates the Orton-Gillingham Method Multisensory Method, which is a reading instruction that uses phonetics and emphasizes visual, auditory and kinesthetic learning styles. The program combines reading, writing, and spelling, and will accommodate the needs of all students including English Learners and students with disabilities. The Orton-Gillingham Multisensory Method is a systematic instruction that will give students a direct relationship between letters and sounds for reading and spelling. The spelling component focuses upon specific phoneme syllables sounds with matching grapheme relationships. The reading instruction will identify visual patterns of vowels and consonants that represented certain sounds. Susan Barton is an Orton-Gillingham methodology that supports the type of intentional instruction needed for students with disabilities. Susan Barton founded her technique for students with Dyslexia. Dyslexia is a neurologically based disorder that apprehends receptive language and can delay expressive language. There are problems with phonological processing, writing and spelling. Chall, Susan (2000). The learning disabilities of children with Dyslexia are identical to many of the primary specific learning deficiencies of many children with special needs. The technique involves a kinesthetic quality where students are taught to make distinctions using manipulatives and elements of memory connections.

Susan Barton addresses difficulties in receptive and expressive language and phonological processing; in reading, writing, spelling and handwriting. Students with learning disabilities typically have identical problems reading and spelling in connection with low concentration, poor eye control, intellectual comprehension and poor hearing. Susan Barton's method will be used in combination with Explicit Direct Instruction. Students will be assessed with the Comprehensive Test of Phonological Processing (CTOPP – see below for more information).

Task Analysis (...where the magic happens)

Our Task Analysis is the engine of our learning machine, it begins with assessment. It is how the education plan will be implemented. Task Analysis is “where the magic happens.” It is the encyclopedia for assessment, intensive interventions, monitoring, reporting and data driven student achievement.

The Task Analysis process is data driven from the results of the benchmark testing, RTI formatting, isolated instruction and curriculum, exceptional learners curriculum and instruction, IEP goals and objectives; CELDT testing/ reclassification and STAR testing. The Task Analysis **captures** the inventory of the knowledge of each student and determines the behavior/skills needed to master the Common Core Standards or IEP goals and objectives into an individualized progress report, lesson plan to help students engage in a successful academic system.

The Task Analysis begins with a student assessment for every student. (See #5 below, Structured Assessment). The Task Analysis is a continual wheel; it begins a student academic history file and follows the student until the student graduates from RCCES. A student assessment is

performed for every student who enters RCCES and at the end of the school year. Students will be assessed and evaluated for 80% proficiency from the foundational skills of the Common Core State Standards. The student file will be prepared to track and monitor every student's academic achievement. Academic weaknesses will be detected during early phases of initial instruction; where remediation or instructional delivery will be modified.

The administrative staff is formally credentialed in every aspect of the components and teaching strategies. The administrative staff will train all of the appropriate classified and credentialed staff.

The Task Analysis process includes a report of the findings of the task analysis, which is an inventory of knowledge and behaviors to master a certain skill or content; goals and objectives are established and an individualized lesson plan is established.

There are three approaches to task analysis: behavioral analysis, subject matter analysis, and informational processing analysis. All are appropriate to gather information to determine the best design to master the skills and content of the CCSS for all students at RCCES.

- **Behavioral Analysis** focuses upon establishing a behavior(s) that is/are required to perform the skill or content. This method is specific to students with non-academic challenges, students who have speech and language disabilities, or other impairments that do not allow students to access the curriculum without modifications. If there is a student with behavior disorder our Task Analysis will identify them.
- **Subject Matter Analysis** is used for students who need specific concepts and principles broken down into finer components. Subject matter analysis is important to establish the levels of Depth of Knowledge (“DOK”) to explain ideas, organize relationships and differences between concepts, and manage long-term memory more effectively for recall and reproduction of skills and CCSS content. If there is a student who has not grasped a skill or the content our Task Analysis will identify them.
- **Information Processing Analysis** is the cognitive perspective of identifying mental processes needed to problem solve. It involves a student's ability to connect or construct abstract ideas, rapid retrieval and accuracy. Information processing is various; it will reflect a student's inability to determine the main idea of a reading comprehension piece, a student's inability to understand and demonstrate how to write the conclusion of a written language narrative, or a student's inability to explain and demonstrate a pictorial exhibit of a simple multiplication problem. Additionally, students with the highest level of DOK extended thinking can be competent to apply information into concrete representation. If there is a student who may need special education services our Task Analysis will identify them. Our Task Analysis will identify the progress of goals and objectives.

3. A Culture of Confidence for Children With Special Needs

Discrete Trial Instruction

RCCES shall utilize **Discrete Trial Instruction** as an embedded component of Explicit Direct Instruction (“EDI”). The RCCES administrative staff is formally trained in Discrete Trial teaching strategy. The administrative staff will train all of the credentialed and classified staff. Discrete Trial Instruction may not be used in a clinical fashion with external hours of therapy, but is useful and appropriate for instruction dedicated to a local district with persistency low achieving students. Discrete Trial Instruction is a well-established intervention technique and has been shown to be effective in teaching various language, social, and academic skills to individuals with autism, and includes intensive behavior modification for academic and non-academic specific educational needs.

Discrete Trial Instruction is researched-based and proven to establish learned behavior and a rapid acquisition of skills. Discrete Trial Instruction is derived from Applied Behavior Analysis (“ABA”) principles that establish learned behavior by developing new routines and patterns and altering the environment. (Prizant, B. M., & Wetherby, A. M. (1998). The technique is effective for students who have severe disabilities who require extensive design. (Lovaas, O.I. (1987).

Discrete Trial Instruction is a highly structured teaching technique that often involves a teacher working one-to-one with an individual with autism in a distraction-free setting. Each learning trial begins with the teacher giving a short, clear instruction or question such as “Do this” or “What is it?” At the same time as the instruction or immediately after it, the teacher also may use a prompt to assist the learner in responding correctly to the instruction. For example, the instructor may take the learner’s hand and guide him or her to perform the response, or the teacher may model the response. As the learner progresses, the teacher gradually fades out and ultimately eliminates the prompt. (Matson, J.L., Benavidez, D.A., Compton, L.S., Paclwaskyj, T., & Baglio, C. (1996). After the instruction and prompt, the learner has an opportunity to respond. If the response is correct, the teacher immediately gives reinforcement such as praise; if the response is incorrect, the teacher immediately implements a correction procedure such as guiding the learner to perform the correct response. The learning trial ends with a brief pause (1-5 seconds) during which the teacher pauses before beginning the next learning trial.

A trial has three steps, antecedent (an initiation of a desired behavior), the desired behavior (performed by the student), and the consequence (the positive reinforcement). Discrete Trial Instruction is a teacher directed modality. (Odom, S.L, 2003; Smith, T., 2001). The teaching strategy involves:

1. Break down skills into small amounts of information and steps. Specifically, Discrete Trial Instruction breaks down the target skills into discrete behaviors and we train each discrete behavior individually.
2. Teach a skill. Discrete Trial Instruction is a very structured and repetitive teacher directed teaching modality that is based on operant conditioning.
3. Allowing extensive practice/repetitions. As each discrete behavior reaches mastery through repetition the skills are chained, shaped, blended or combined into more complex skills.
4. Prompting/cueing for the correct response/selection; until eventually fading from prompting or cueing.

5. Providing positive reinforcement.
 6. Copious data collections will reflect measurable student outcomes and should include, but not be limited to the following:
 - a. Data should include criteria for mastery.
 - b. Annotated comment to interfering behaviors
 - c. Documenting prompt level
4. Differentiated Instruction [see also Response to Intervention (RTI) Program, below]

Student enrollment trends and student achievement data indicated the need for more emphasis in language arts and mathematics instruction for most students including English language learners and students with disabilities. Therefore, differentiated instruction, including RTI strategies, will provide targeted language arts and mathematics intervention in an inclusive environment. Differentiated instruction strategies will be used to provide interventions that may be in the form of small group instruction, one-on-one instruction, and technology-based instruction to meet the specialized needs of English Learners and students with learning disabilities and students with academic challenges. Differentiated instruction strategies may also include enrichment activities and projects for any students not requiring interventions, including academically advanced students. Classroom teachers will have access to technology and to meet the needs of all students in their classrooms.

5. Structured Assessment

Comprehensive Test of Phonological Processing

RCCES shall implement the **Comprehensive Test of Phonological Processing** (“CTOPP”), a literacy assessment testing tool. The CTOPP will assess phonological awareness, phonological memory, and rapid naming. The CTOPP will identify kindergarten students’ ability to be successful with reading and first graders’ understanding of complex literacy word studies, sight word memorization, and common skills of word attack and decoding.

The five principal uses of the CTOPP are:

1. To identify individuals who have significantly low phonological ability
2. To determine strengths/weaknesses of phonological processes
3. To monitor student progress in phonological processing
4. To determine RTI intervention programs
5. To serve as a measurement phonological processing

The phonological components of the CTOPP will be mirrored as skills to teach and benchmark tested during the RTI process and remedial instruction.

Response to Intervention (RTI)

To ensure that all students are learning and progressing towards mastery of the California Content Standards, RCCES shall implement a **Response to Intervention (RTI) program**. The

RTI program at RCCES is a three-tiered approach that provides a standardized process for gauging student progress and how to intervene when a student is not progressing. RCCES shall use concrete measures to determine if student learning is taking place. Under the RTI program, several measures will be used to determine if student learning is taking place, and will aid in Identification of low-achieving students or “at-risk”.

- STAR assessment results
- CTOPP
- Math summative assessments rubric based on the 8 Common Core Mathematical Practices:
 1. Make sense of problems and persevere in solving them.
 2. Reason abstractly and quantitatively.
 3. Construct viable arguments and critique the reasoning of others.
 4. Model with mathematics.
 5. Use appropriate tools strategically.
 6. Attend to precision.
 7. Look for and make use of structure.
 8. Look for and express regularity in repeated reasoning.
- Teacher observation and interview
- For students with an IEP, review of benchmarks or short term objectives included in the IEP (34 *CFR* 300.320(a)(2)(ii))

All students will be placed in one of the four RTI tiers. RTI will provide instruction, curriculum, monitoring and benchmark testing. RTI is designed to improve the generalization of isolated skills and content among integrated concepts. The baseline achievement goal for each student begins with mastery of grade level standards as measured by the STAR and above mentioned assessments.

RTI will be CCSS-aligned and curriculum-based. Students are expected to reach 80% or better accuracy for isolated skills and content. The RTI process will improve proficient learners and help to designate students with low performance DOK comprehension levels. RCCES shall use DataWORKS as the designated systematic explicit instruction/delivery for instruction. As explained earlier, DataWORKS provides an intensive and sufficiently detailed method of instruction that is designed to teach all students including ELs and students in special education. The four RTI tiers are:

Tier 1: Students are advanced and demonstrate advanced performance. These students will receive enrichment instruction and content that improves speed, accuracy, memory, organizational skills and the ability to explain abstract ideas.

Tier 2: Students are proficient and perform at grade level. These students will receive content and instruction that sharpens their academic skills for speed, accuracy, memory, organizational skills and comprehensional oral instruction.

Tier 3: Students perform at a basic grade level. These students perform below grade level and demonstrate inconsistent mastery performing grade level curriculum. These students will

receive instruction (DataWORKS) that is broken down into smaller steps and shape their ability to receive oral instruction. The content will be broken down into individual concepts that are supported with constant review, practice and opportunities to demonstrate mastery.

Tier 4: Students perform below one or more grade levels. These students lack skills to access the curricular content meaningfully. These students will receive instruction (DataWORKS or Discrete Trials) that is broken down into the smallest steps as they learn to receive oral instruction. Students will learn to match skill and content. The single concepts will be broken down into the smallest individual components that are supported with constant review, practice and opportunities to demonstrate mastery. Concepts will be taught to fade into integrated curriculum.

RTI provides students with specific academic problems and structures a student's ability to connect their understanding with the concepts within the framework of standards-based accountability. RTI includes screening differentiated instruction and monitoring. The RTI system will be used to determine effectiveness of instructional practices and implementation of the adopted programs and to notify teachers of their effectiveness in instructional delivery.

The most powerful collaboration of RCCES will be teacher data meetings where discussion will include the student's progress and where program modification can occur to improve the instruction or curriculum. The RTI landmark benchmarks provide an ample opportunity to change and modify the educational plan for the classroom, and RTI-isolated instruction and assessment testing.

6. Intensive Supplemental Tutoring

The intensive supplemental tutoring will be established from the findings of the Task Analysis. The Task Analysis will determine the need for specific repetitious instructional intervention and curriculum deficit. Discrete Trial instruction will be used for students with special needs who fall below their objectives and benchmarks. Pivotal instruction will be applied for students with social emotional disabilities.

All students who require intensive supplemental tutoring will be benchmark tested and their performance will be tracked via their student portfolio or IEP. Intensive supplemental tutoring will occur during RTI sessions, after-school instruction and during summer intensive supplemental tutoring.

7. English Language Development Through Instruction and Curriculum

EDI from DataWORKS will be the optimal method of instruction for the new and early intermediate students. EDI checks for understanding, models, explains, demonstrates the curricular content for both special education and EL students with special needs. The specific implementation begins with the Task Analysis process coupled with the instructional strategies. All students are assessed and placed on the RTI model. The RTI model is an instructional, monitoring and assessing mean machine. All students are assessment every 6-9 weeks as a

practical approach to students' achievement. The monitoring of the EL students for re-designation, CELDT or special education will be apart of the evaluation data meetings rubric. Students may not meet less than 80% proficiency for any of the CCSS curriculum and Smarter Balanced assessment portfolio.

The curriculum will be a combination of the Common Core State Standards requirements and the EL Matrix curricular requirements. The EL matrix is the comprehensible input that addresses the standards of the CELDT strands of specific areas of English measurement for student proficiency in language acquisition.

8. Appropriate Curricular Pacing Guides

RCCES shall construct pacing guides and benchmark targets based on the skills and content of each grade level. The pacing guides shall reflect a timeline that allows students to be introduced to a skill first as well as time to practice using familiar strategies that signal use of a skill. Likewise, there will be time for simultaneous introduction of the content core and the gradual practice of combining skill(s) and content to complete an assignment. The sequence of the pacing guides and design of each lesson will include an emphasis on reading, math, speaking and writing. The ELD California Matrix Standards for ELA and Math formations are included in the pacing guides and benchmark assessments with an emphasis on reading, math, speaking and writing. The pacing guides will include the goals and objectives for children with special needs using the regular education curriculum where each lesson will include an emphasis on reading, math, speaking and writing. RCCES will begin scheduling using the CCSS pacing guides see Appendix 26-G

9. Integrated Technology Education

Students will be able to apply technological solutions to academic and real world situations and to prepare for the Smarter Balanced assessments. Among other applications, they will use technology to design and complete standards-based projects, conduct research, and broaden their educational horizons. Students will use technology as a tool to enhance their ability to perform proficiently in the form of curriculum research assignments and web-based activity sites. Students will be required to utilize technology as an outcome in their coursework, i.e. power point presentations and video demonstrations. Teachers will receive professional development enabling them to use technological applications to manage and analyze student performance data, and to integrate technology into their curricula. Students will utilize technology to demonstrate their knowledge of hardware tools and devices and Internet information systems.

10. Professional Development That Builds Teacher Confidence

Professional development will provide our teachers/staff with current instruction, curriculum and elements of student achievement and all school operations. Teachers will have weekly peer and administrative collaboration periods to discuss every facet of student achievement. Many of the free professional development is provided from the CDE, including:

- Differentiation and Assessment Tools

- PowerSchool student information system
- Zoom manages student achievement testing and reporting
- Administrative leadership and teachers – department collaboration & planning
- ELD training for instructional and operations
- Smarter Balanced Assessments
- Webb method of alignment of instruction and student performance
- Reading instruction with Bright Solution for Dyslexia, Inc.
- Discrete Trial Instruction and Measurement
- DataWORKS Explicit Direct Instruction Training

Additionally, RCCES has specific areas of concentration in preparing for professional development:

- Determining essential learning outcomes for the curriculum
- Best practices of effective instructional strategies for a desired outcome
- Effective assessments that measure if students are learning the curriculum
- Technical training for software usage
- Collectively analyzing assessment results
- Effective questions that improve professional practices
- Developing a school-wide data on reading literacy successes

11. Parent Assistance

A Parent Teacher Organization (“PTO”) shall be made up of parents and guardians of RCCES students and teachers whose primary role is to provide support regarding school activities, fundraise, plan staff appreciation events, and provide feedback to the Board of Directors on issues of concern. The PTO shall hold meetings throughout the year to inform parents and collect feedback regarding Charter School operations, educational services and programs, and the school’s accountability to the community.

12. A Safe School Environment

Positive and supportive interaction between students and teachers is essential to ensuring the success of all students. At RCCES, teachers will strive to build a sense of community within each classroom and in the school as a whole. They will use cooperative groups, meeting circles, and a variety of other strategies and norms to implement two guiding principles:

- 1) To build environments that contribute to and sustain student success.
- 2) To involve teachers, parents and students to identify, appreciate and celebrate each young person’s strengths and importance to self and others.

The RCCES administrative leadership shall provide academic and general support to students and their families. This structure creates a network in which every student feels supported.

G. Courses and Curriculum

All RCCES students will have access to a rigorous, standards-based curriculum that supports the achievement of the academic standards for elementary students. RCCES shall have procedures in place for acquiring and maintaining a wide variety of instructional materials and other resources. Curriculum will be developed to prepare students for secondary education, and shall meet grading and homework policies and the learning needs of all students.

The adopted course of study for RCCES students shall include instruction in the following areas of study:

- English, handwriting, and comp, including knowledge of, and appreciation for, literature and the language, as well as the skills of speaking, reading, listening, and spelling.
- Mathematics, including concepts, operational skills, and problem solving.
- Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.
- Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the place of humans in ecological systems.
- Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.
- Physical education, with emphasis on physical activities for pupils that may be conducive to health and vigor of body and mind.
(Source: <http://www.cde.ca.gov/re/cc/ccsfaqs2010.asp#five>; 2012 CDE, Common Core State Standards, accessed January 3, 2013.)

Students will be clearly informed of their learning expectations through Course Objectives and Key Assignments. Follow-through shall occur at the classroom level with daily agendas written on the whiteboard with the standard to which the lesson is applying. The Task Analysis will be the prominent functional mechanism to monitor student achievement for the inclusive environment. RCCES will be an inclusive environment where every subject area will be standards-driven.

Proposed Instructional Materials and Curriculum

Materials will be able to be aligned to Common Core State Standards and State Board-adopted materials, which are compatible with learning strategies, problem solving and multiple assessment components for ELA, students with IEPs, EL students and high achieving students.

The content standards will determine the benchmarking sequence. The materials such as textbooks and science kits are resources teachers use to teach the standards. The scope and sequence of grade level content standards will be adjusted to adapt to a pacing guide. The standards and the expectations of the mission statement will be considered in the implementation of the students' academic course study, and developed by the teacher teams as they plan curricular units.

Cross-grade-level teachers will meet on a weekly basis to re-structure as needed for the content material under a common theme, thus allowing separate disciplines to interweave. For example, the first grade teachers will evaluate their progress with the students for fundamental reading concepts. The aspects of the long vowels and short vowels will be established with an assessment that is accurate, as many times multiple concepts need to be comingled. Kindergarten will be included in phonemic awareness with the Alphabet principle to build kindergarten readers.

RCCES understands the importance of the amount of visuals, opportunities for repetition and regalia to serve a diverse population of students. There will be considerable concern for gradual sequence and content breakdown. Textbook and instructional materials will be designed to be used during the regular classroom setting, remediation and enrichment lesson planning.

Criteria for effectiveness will be based upon student assessment data and teacher input on implementation. We will begin operations with core content and instructional materials. RCCES reserves the right to adjust, refine or change the curriculum choices at any time.

Proposed instructional materials and curriculum that may be used at RCCES for the 2014-2015 school year include:

English Language Arts

RCCES will utilize the state-adopted Houghton Mifflin materials, which allows for targeted focus through Diagnostic Tests and Improvement Plan. Houghton has the most effective Teacher Edition components for low-performing students.

RCCES will teach students to read fluently, demonstrate good comprehension and the conveyance of expressive language. The EL Matrix will be included in the compilation of the language arts planning and instruction for grades K-5. The goals and objectives of students with IEPs will be closely aligned with the reading Common Core ELA curricular planning.

RCCES will:

- Develop a CCSS language-arts curriculum that is aligned with our implementation of the CCSS for ELA, which also accommodates EL students and students with special needs. The curriculum will be rich with rigor and complexity in each grade level's pacing guide. The *English-Language Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2008) will be a template for the scope and sequence of ELA taught for every student.
- Teach students skill and content of reading and spelling using word studies and complex patterns of literacy.
- Develop important writing skills that conforms personal thought and organization.
- Introduce students to fiction and nonfiction genre, writers of poetry, researchers of informational literature and discernment for understanding meaning and the different complexion of multi-cultural literature.
- Use the strength of the teaching tools and curriculum to develop kindergarten readers.

Mathematics

RCCES will utilize the state-adopted Houghton Mifflin materials, which have a great focus on the eight Common Core Mathematics Standards for practice. Mathematical practices determine whether a student has knowledge and mastery of the CCSS. Houghton is effective for the use of RTI benchmark testing, isolated content, Smarter Balanced Assessments, CCSS Performance Tasks planning, and our pacing guides according to the CCSS mathematical standards. RCCES will address the mathematical standards in each domain:

- CCSS.Math.Practice.MP1: Make sense of problems and persevere in solving them
- CCSS.Math.Practice.MP2: Reason abstractly and quantitatively
- CCSS.Math.Practice.MP3: Construct arguments & critique reasoning of others
- CCSS.Math.Practice.MP4: Model with mathematics
- CCSS.Math.Practice.MP5: Use appropriate tools strategically
- CCSS.Math.Practice.MP6: Attend to precision
- CCSS.Math.Practice.MP7: Look for and make use of structure
- CCSS.Math.Practice.MP8: Look for and express regularity in repeated reasoning

RCCES will implement the CCSS mathematical standards using the GO Math series. GO Math is organized to master the important levels for each grade level, which are directly aligned with Common Core State Standards. GO Math includes computer technology that can be interactive between home and school and allows students to work directly with teacher-assisted lessons or independently. There are built-in assessments under the Smarter Balanced Assessment Consortium (SBAC) requirements.

All students will learn the skills for the math content combined with mathematical hands-on practice and conceptual understanding. Students will learn good perceptual and inferential understanding through pictorials, lists and equations. All students need extensive practice and opportunities to succeed in mathematics. In the area of curriculum development and mathematic instruction for all grades, RCCES will:

- Refine a mathematics curriculum as needed, curriculum and instruction that accommodates students with grade-level curriculum content specified in the *Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2007).
- Teach early core concepts of place value, numbers sense, time, money, pre-algebra, algebra, all word problems and geometry.
- Develop an understanding and use of mathematical reasoning to analyzing word problems.
- Teach students to estimate a solution without calculation; express a clear solution in writing.
- Teach students to develop knowledge and reasoning of the validity of results.
- Teach students to memorize calculative facts.
- Provide thoughtful lesson planning for kindergarten population to introduce advanced concepts with many opportunities for practice and exploration.

History and Science

RCCES will utilize the state adopted History Harcourt Program, which incorporates the Teachers' Curriculum Institute (TCI) Approach that allows students of all abilities to experience key social studies concepts. Harcourt on Science contains comprehensive science content per grade level, lab performance activities, expository learning components and teacher support materials.

Students will learn about important events and documents shaping history as well as explore fundamental concepts of geography, economics, political science and sociology. In the area of science, the text combines comprehensive science content with lab investigations. Accordingly, RCCES will:

- Implement and refine a history and social sciences curriculum and instruction that incorporates the grade-level curriculum content specified in the *History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2007).
- Integrate the core concepts of history and the social sciences into a greater understanding of science, mathematics, and language arts.
- Develop means to distinguish qualitative and quantitative evidence and conclusions that shape meaning for events and scientific experiments.
- Develop orally expressive debates, presentations and formal explanations; using concepts of public speaking and speech and articulation practice for students with SLP goals and objectives.

English Language Development

RCCES will use the most recent standards-based State Board of Education (SBE)-adopted materials for kindergarten through fifth grade. The reading intervention program is targeted for English learners in grades 4-8 where the English proficiency resides at the beginning and

intermediate levels. These materials will give students and opportunity to reach grade level proficiencies at a reasonable time

- English Language Arts: Houghton Mifflin Harcourt School Publishers *CA Excursions* (K-6)

The school will utilize the state adopted Houghton Mifflin materials. The materials have a great focus on active learning for individuals and groups.

- Mathematics: Houghton Mifflin Company *HM California Portals* (4-8)
- Go Math Houghton Mifflin Company

Instructional materials provide assistance in the specialized vocabulary of mathematics and in the academic language of instruction, including instructional strategies in the teacher’s edition for approaches appropriate for English Learners.

- Houghton Mifflin Company *Houghton Mifflin California Math K-6*
- Houghton Mifflin Learning Technology *Destination Math California Intervention 4-7*

Mathematics:	
K - 5	Houghton Mifflin, <i>Mathematics</i> - California Edition, 2007. <i>Math K-6</i> GO Math Houghton Mifflin, <i>Mathematics California Edition</i> , 2012
History / Science:	
K – 5	Harcourt <i>History</i> – California Edition, 2007 Harcourt <i>Science</i> - California Edition, 2008
English Language Arts:	
K- 5	Program Type 2 - (K-6) Basic with English Language Development English Language Arts: Houghton Mifflin Harcourt School Publishers <i>CA Excursions 2008</i>

H. A Narrative of an Average Day

An average day at Rosamond Community Elementary Charter will begin at 7:00 a.m. when students will have breakfast before starting the formal school day.

7:00 – 7:30 Breakfast for all students.

7:30 – 8:00 All students will participate in **Sustained Silent Reading (SSR)**. SSR is designed for students without reading goals who will participate under Concepts of Print and early emergent reader activities that are interactive teacher directed lessons. SSR is designed for students to select a book for their reading enjoyment. Teachers are required to Read With and Read To during the reading session to model fluent reading, introduce different genre and help students with complex comprehension, fluency and work studies.

8:00 – 9:30 **ELA/Direct Instruction** period is primarily for Direct Instruction that is teacher directed to introduce new curriculum, practice ongoing curriculum and perform classroom testing.

Recess

9:00 – 9:15 Fifth grade
9:15 – 9:30 Third and fourth grade
9:30 – 9:45 First and second grade

9:15 – 10:30 **ELD/Indirect ELA** is the opportunity for non-ELD students to practice current ELA curriculum. This period is teacher directed instruction to specifically address the ELD matrix for 30 minutes daily for each grade.

* 9:15 – 9:45 Fifth grade – 30 minutes
* 9:30 – 10:00 Third and fourth grade – 30 minutes
* 9:45 – 10:15 First and second grade – 30 minutes

9:45 – 11:15 All students will participate in math Direct Instruction that is teacher directed to introduce new curriculum, practice ongoing curriculum and perform classroom testing.

* 9:45 – 10:45 Fifth grade – 60 minutes
* 10:00 – 11:00 Third and fourth grade – 60 minutes
SH feeding and toileting
* 10:15 – 11:15 First and second grade – 60 minutes

10:45 – 11:45 **Lunch**

* 10:45 – 11:15 Fifth grade
* 11:00 – 11:30 Third and fourth grade
* 11:15 – 11:45 First and second grade
* 10:45 – 11:45 SH lunch and mainstreaming

11:15 – 12:45 **Social Studies/Science.** All students will participate in a daily 60-minute Direct Instruction that is teacher directed to introduce new curriculum, practice ongoing curriculum and perform classroom testing. Science and Social Studies will alternate a weekly schedule. The alternate week will include the introduction, practice and in- class testing.

Recess

12:15 – 12:30 Fifth grade
12:30 – 12:45 Third and fourth grade
12:45 – 1:00 First and second grade
12:15 – 1:00 SH mainstreaming

12:30 – 2:00 **RTI.** All students will participate in a daily 60-minute Direct Instruction that is teacher directed to practice **isolated** skills and concepts, which includes the ELD

Matrix for reading and math and testing for isolated skills and content for students with IEP goals and objectives. The testing will occur weekly. Isolated skills of math and reading will occur on an alternate week schedule. Students will be separated for RTI based on their testing assessment and tier of the RTI process. Enrichment students will be ushered to enrichment classes and beginning students will be managed on the RTI process for each grade level.

- * 12:30 – 1:30 60 minutes **RTI** Fifth grade
- * 12:45 – 1:45 60 minutes **RTI** Third and fourth grade
- * 1:00 – 2:00 60 minutes **RTI** First and second grade

1:30 – 2:45 **Enrichment Social Science.** All students will participate in a daily 60-minute Direct Instruction that is teacher directed for hands-on practice, role play, debates, plays, essays, written expression and research report writing and oral expression.

- * 1:30 – 2:30 Fifth grade
- * 1:45 – 2:45 Third and fourth grade
- * 2:00 – 2:30 First and second grade

1:30 – 2:45 **Enrichment Science.** All students will participate in the implementation and exploration of the current science concept in a daily 30- to 60- minute Direct Instruction that is teacher directed for hands-on practice, experimentation, exploration, written lab reports, research reporting, and group activities with assigned roles and participation.

- * 1:30 – 2:30 Fifth grade
- * 1:45 – 2:45 Third and fourth grade
- * 2:00 – 2:30 First and second grade

2:30 – 3:15 **Physical Education.** All grades will participate in teacher directed outside and physical education activities according to content standards for physical education. SH mainstreaming.

3:15 – 3:30 **Indirect Instruction.** Indirect instruction is cooperative learning between students. It is the personal learning between teacher and student with less teacher directed instruction. It is the practice activity that supports the direct instruction. Indirect instruction is instruction where students are able to perform independently. The students of this schedule may be remediation students or exceptional learners.

I. Daily Bell Schedule

Monday thru Friday, RCCES will begin at 7:30 a.m. and end at 3:30 p.m. for all students.

Transitional and Kindergarten Scheduling

First Kindergarten 7:30 – 11:30 AM

7:30 – 8:30 Language Arts
 8:30 – 9:00 Social Studies and Science (embedded Language Arts curriculum skills)
 9:00 – 9:15 Snack
 9:15 – 10:00 Math
 10:00 – 10:30 Language and Math enrichment
 11:00 – 11:30 Remediation Language and Math

Second Kindergarten 12:30 – 4:30

12:30 – 1:30 Language Arts
 1:30 – 2:00 Social Studies and Science (embedded Language Arts curriculum skills)
 2:00 – 2:15 Snack
 2:15 – 3:00 Math
 3:00 – 3:30 Language and Math enrichment
 3:30 – 4:30 Remediation language and math

First Grade Through Fifth Grade Scheduling

Subject/Instruction Time	Minutes	Grade
7:30 – 8:00	30	All grades
8:00 – 9:30	60	Fifth
8:00 – 9:15	75	3 rd and 4th
8:00 – 9:30	90	1 st and 2nd
9:00 – 9:15	15	Fifth grade
9:15 – 9:30	15	3 rd and 4th
9:30 – 9:45	15	First and second
ELD/Indirect ELA		
9:15 – 9:45	30	Fifth
9:30 – 10:00	30	3 rd and 4th
9:45 – 10:15	30	1 st and 2nd
Math		
9:45 – 10:45	60	Fifth
10:00 – 11:00	60	3 rd and 4th
10:15 – 11:15	60	1 st and 2nd
Lunch		
10:45 – 11:15	30	Fifth grade
11:00 – 11:30	30	3 rd and 4th

11:15 – 11:45	30	1 st and 2 nd
Social Studies / Science		
11:15 – 12:15	60	Fifth
11:30 – 12:30	60	3 rd and 4 th
11:45 – 12:45	60	1 st and 2 nd
Recess		
12:15 – 12:30	15	Fifth
12:30 – 12:45	15	3 rd and 4 th
12:45 – 1:00	15	1 st and 2 nd
RTI		
12:30 – 1:30	60	Fifth
12:45 – 1:45	60	3 rd and 4 th
1:00 – 2:00	60	First and second
Enrichment Science/Social Science		
2:00 – 2:45	45	First and second
1:30 – 2:30	60	Fifth
1:45 – 2:45	60	3 rd and 4 th
Physical Education		
2:30 – 3:15	45	Fifth
2:45 – 3:15	30	3 rd and 4 th
2:45 – 3:15	30	1 st and 2 nd Indirect
Instruction		
3:15 – 3:30	15	All grades

Note: Minimum days will follow the description of the schedule and narrative of the average day of activities. ELD, RTI and weekly testing for goals and objectives for students with an IEP is mandatory.

J. School Calendar

The daily schedule for RCCES will provide the minimum number of annual calendar minutes by grade level as required by California Education Code sections 47612.5 and 46201.2, or unless otherwise permitted by law. A full day at RCCES shall account for 480 minutes daily. A minimum day shall account for 360 minutes. RCCES will operate 180 days. Please see 22-C for a copy of RCCES’s proposed 2014-15 school calendar.

K. RCCES Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing RCCES’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

RCCES ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
<p>State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
<p>Teachers will be appropriately assigned schoolwide for all pupil subgroups being fully credentialed (E.C. §44258.9) with annual board approval.</p> <p>Every pupil shall have sufficient access to standards aligned instructional materials. (E.C. § 60119), with annual board approval.</p>	<p>RCCES will pursue credentialed teachers heavily recruited through relentless advertising; professional online media, college recruitment/job fairs, newspaper and the charter employment media. Additionally, conducting an interviewing process consisting of paper screening, professional recommendation and instructional demonstration.</p> <p>RCCES will ensure credentialed teacher serving in an assignment requiring a certificate issued pursuant to Section 44253.3, 44253.4, or 44253.7 or training pursuant to Section 44253.10 to complete the necessary requirements for these certificates or complete the required training for RCCES professional development.</p> <p>RCCES will reward highly qualified teachers with performance merit pay based on student performance.</p> <p>RCCES will provide every pupil with sufficient available access to standards aligned instructional materials under the requirements of Common Core Standards and SBAC-Smarter Balanced Consortium requirements for instructional materials.</p> <p>RCCES will conduct an annual public hearing to adopt a resolution stating whether each pupil in the district has sufficient textbooks or instructional materials available in specified subjects that are aligned to the academic content</p>

<p>School facilities shall be maintained in good repair.</p>	<p>standards and consistent with the content and cycles the curriculum frameworks adopted by the state board.</p> <p>RCCES will provide instructional materials available for English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks for core subjects</p> <p>RCCES will ensure "good repair," meaning the facility is maintained in a manner that assures that it is clean, safe, and functional</p> <p>RCCES will determine a functional interim evaluation instrument developed by the Office of Public School Construction or a local evaluation instrument.</p> <p>RCCES will construct a functional evaluation instrument based on the list in Education Code Section 17002(d)(1)(A)-(S).</p>
<p>State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</p>	
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #2</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>

<p>RCCES will implement the Common Core State Standards and the ELD standards to the Common Core pacing schedule for academic content.</p> <p>EL students will gain academic content knowledge and English language proficiency and improve the current Title III AMO goals from 10 years of deficiency; under annual board approval.</p> <p>Build support for vocabulary instruction that is sufficient for teaching proficient mathematical communication.</p> <p>Arrange mathematical vocabulary that will give students translation between an English word problem and a mathematical equation.</p>	<p>RCCES will give EL's systematic English language development through specific ELD standards</p> <p>RCCES will prepare teachers and personnel to support ELs, building on strengths and skills.</p> <p>RCCES will monitor EL performance through our Task Analysis using/from CELDT, STAR, EL Matrix, Smarter Balanced Consortium Assessment and Common Core leading to reclassification.</p> <p>RCCES will give the classroom opportunities for interaction to be develop communicative strengths in</p> <p>RCCES will improve EL ability to read using the Susan Barton Reading program.</p> <p>RCCES will provide tutoring opportunities for parents to become involved with student math homework, benchmark testing and STAR preparation using effective academic training.</p> <p>RCCES will provide available EL materials aligned with math under CCSS and Smarter Balanced Consortium expectations.</p>
<p>State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</p>	
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #3</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>
<p>RCCES shall have high rates of parental involvement beginning in Fall 2014 and throughout the existence of RCCES.</p>	<p>RCCES will initiate a parent advisory board with an emphasis on building positive relationships between school and home.</p> <p>RCCES will invite parents as regular volunteers.</p> <p>RCCES will educate parents to</p>

	<p>understand the academic deficiencies of their student performance ability and request their input with decisions.</p> <p>RCCES will encourage parents to volunteer and promote other parent volunteers.</p>
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State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

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

ANNUAL GOALS TO ACHIEVE PRIORITY #4

Pupil achievement will improve from the current student proficiency levels of the local district (schoolwide and for all significant pupil subgroups).

ACTIONS TO ACHIEVE ANNUAL GOALS

RCCES will ensure that Statewide assessments will be followed using the Smarter Balanced Assessment Consortium procedures that coincide with the CCSS.

RCCES will implement the Depth of Knowledge program under the CCSS expectations of instructional intentions to improve student achievement scores.

RCCES will implement instructional direction of DataWorks Inc to improve student achievement scores.

RCCES will ensure students learn to read and remediate reading by implementing the Susan Barton program, which will improve student achievement scores.

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

<p>A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS
<p>Pupil engagement will improve for attendance rates and chronic absenteeism (schoolwide and for all significant pupil subgroups).</p>	<p>RCCES will encourage high parental involvement.</p> <p>RCCES will provide attendance incentives.</p> <p>RCCES will provide a positive school culture that promotes cultural proficiency with positive self image for all backgrounds.</p>
<p>State Priority #6. School climate, as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
<p>School climate will be improved (schoolwide and for all significant pupil subgroups).</p>	<p>RCCES will provide cultural proficiency for students, parents and teachers.</p> <p>RCCES will develop a positive campus culture using cultural proficiency effects that foster self worth and personal value.</p> <p>RCCES will develop a positive disciplinary school program that is proactive and interactive between school administration and students and parents.</p>
<p>State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable: <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C.</p>	

<p>§51210) <u>Grades 7-12</u>: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #7</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>
<p>RCCES will provide a ‘Broad course of Study’ which will play a significant role in student achievement (schoolwide and for all significant pupil subgroups).</p>	<p>RCCES will provide intense Instruction from the RTI remediation program.</p> <p>RCCES will monitor benchmark testing and adjust student ability performance using the task analysis system.</p> <p>RCCES will provide all available Common Core Standard curriculum.</p> <p>RCCES will provide the EL population instruction and curriculum based on the EL matrix curriculum and instruction that is integrated with the Common Core standard.</p>
<p>State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>	
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #8</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>
<p>All students (including significant pupil subgroups) will become proficient in the courses of study, as applicable to RCCES.</p>	<p>RCCES will engage students in visual and performing arts activities and labs as a part of interdisciplinary themes for social science and science Common Core standards.</p> <p>RCCES will ensure that all students will have access in all curricular study courses according to the Common Core standards and pacing schedules.</p> <p>RCCES will provide students with intensive remedial writing instruction using the essential questions from social science and emphasis with Common</p>

	Core instruction using Depth of Knowledge vocabulary.
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L. Plan for Low-Achieving Students

Students who are academically low achieving that enroll in RCCES will be provided with an instructional plan that includes intensive instruction, differentiated instruction, and a modified individual student plan for students who do not demonstrate competency from RTI benchmarks.

The Instructional Plan

The instructional program is a practical approach to assessment, intervention and monitoring. The details of each teaching and assessment tool are designed to address low achieving students. The RTI model offers intense instruction that will be differentiated for students to have more access to the curriculum. The isolated content instruction of the RTI model supports the development of low achieving students. RCCES will teach all of its students how to render their intrinsic academic power through the following:

- All students will take the **CTOPP**, to assess the phonological skills and a math assessment using curriculum based content.
- Students who have been assessed will be placed in the appropriate tier of **the RTI system** based on the results of their assessment performance.
- The **Susan Barton Reading Program** will be implemented for every grade.
- Instruction and delivery will be implemented under **DataWORKS** for all core subject lesson plans.
- An RTI intervention curriculum will be determined by the needs of the student established in the **CTOPP** and math content assessments. **RTI** will provide intensive intervention instruction for isolated skills. Frequent benchmark testing will identify students who are falling below 80% accuracy of an isolated skill or specific content during a 4-6 weeks instructional period.
- Failing students will begin the **Task Analysis** process and an individualized student plan will be implemented. Discrete Trial instruction will be used for students who fall below their objective benchmarks and require extensive instruction.

Parents will be given reviews of the CST student achievement reports and opportunities to understand how student performance is measured. The reports will assist the school leadership to gather parents and provide constant information and practical opportunities for parents to learn how to support their students at home and in the classroom. In sum, RCCES will build academic development and personal growth for low achieving students by:

- Making students aware of their responsibility for academic growth.
- Explaining to students how the instruction is applied to their weaknesses.
- Sharing achievement data with the parent and student
- Developing realistic goals with the student through an Individualized Student Plan.

M. Plan for High-Achieving Students

Some students will enter RCCES better prepared to learn at a faster pace than the majority of students. Because RCCES will assure that all students have a rigorous educational experience, teachers will be prepared to provide additional challenges for these students. Students will be identified through an assessment process that begins with search (standardized test data, progress reports, cumulative records, etc.) and referral (either by teacher or parent). High-achieving student categories include: Intellectual Ability, High Achievement Ability, specific Academic Ability.

Within our program, we will provide advanced academic skills and wonders through rigor, creativity and curriculum. RCCES will assess and target its high-achieving students in the primary grade levels of kindergarten and first grade. We will foster the qualities of self-confidence. High-achieving students will be serviced during the enrichment period of the daily schedule using the current curriculum, where after approval; they will be given the opportunity to expound on more advanced concepts in critical thinking, writing skills, oral presentation, and group assignments. The enrichment schedule allows high-achieving students to be introduced to more complex concepts in ELA and Math (i.e., algebra, physiology, literature circles, and debates).

RCCES will concentrate on the mechanics of study skills, problem solving and writing skills during the Enrichment period of the daily schedule. Thus, high-achieving students will be given an accelerated curriculum and instruction through:

- Differentiated Instruction
- Acceleration of the pacing of instruction
- Flexible grouping of students that target students' needs
- Independent projects that present more rigorous tasks
- Provide additional challenge work

N. Plan for English Learners

RCCES will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The specific implementation begins with the Task Analysis process coupled with the instructional strategies. All students are assessed and placed on the RTI model. The RTI model is an instructional, monitoring and assessing mean machine. All students are assessment every 6-9 weeks as a practical approach to students' achievement. The monitoring of the EL students for re-designation, CELDT or special education will be apart of the evaluation data meetings rubric. Students may not meet less than 80% proficiency for any of the CCSS curriculum and Smarter Balanced assessment portfolio.

Home Language Survey

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

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment² and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

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

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- For students in grades 3 – 5, California Standards test proficiency in English Language Arts and Math

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- School benchmark assessments

Strategies for English Learner Instruction and Intervention

RCCES will establish goals of the Essential Program Components (EPC), which will include the following:

- a. RCCES will use instructional English Language Development and reading intervention materials that are the most recent statewide adopted standards-based materials for kindergarten through fifth grade. (English Language Arts: Houghton Mifflin Harcourt School Publishers *CA Excursions* (K-6).) The reading intervention program is targeted for English learners in grades 4-8 where the English proficiency resides at the beginning and intermediate levels. These materials will give students and opportunity to reach grade level proficiencies at a reasonable time. In math, RCCES will utilize the state adopted Houghton Mifflin materials (Mathematics: Houghton Mifflin Company (*HM California Portals* (4-8)), which have a great focus on active learning for individuals and groups. Instructional materials provide assistance in the specialized vocabulary of mathematics and in the academic language of instruction, including instructional strategies in the teacher's edition for approaches appropriate for English Learners. (Houghton Mifflin Learning Technology *Destination Math California Intervention 4-7*).
- b. RCCES will monitor appropriate instructional time for the core, remediation and enrichment periods.
 - The core for reading and math programs 60 minutes for K-6.
 - The remediation of reading and math 30 minutes for Kinder
60 minutes for grades 1-5
 - The enrichment of reading and math 30 minutes for Kindergarten
60 minutes for grades 1-5
- c. RCCES will prepare and monitor annual instructional pacing guides for each grade level. The use of instructional guides and pacing calendars will provide key support for common core standards, content clusters and the ELA ELD matrix standards. The pacing guides provide common sequence of instruction and assessment.
- d. RCCES will ensure professional development for teachers and administrators for instructional materials focused on the SBE-adopted ELD/ELA, mathematics basic core and intervention program materials, including instructional leadership skills.
- e. The administrative leadership will be responsible for initial and ongoing instructional support given to all teachers and in the use of data obtained from a student achievement monitoring system. The needs of English Learners will begin with evaluating the data from the CELDT, API and AYP. Possible options for providing support include trained coaches, content experts, and specialists who are knowledgeable about the adopted

program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.

- f. The RCCES administration will facilitate weekly meetings for 1 to 2 hours for teacher collaboration for every core subject. The weekly teacher meetings will be designed to discuss any facet of student achievement, including testing evaluation, instruction, curriculum, and pacing.
- g. Each teacher providing specialized academic instruction for EL students at the Charter School must hold a CLAD or BCLAD credential or certificate or the equivalent.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

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

O. Serving Students with Disabilities

Overview

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

The IEP academic needs of students with disabilities will be managed by the Task Analysis process. All of the academic needs will be provided under the Task Analysis for pre and post assessment testing to determine student performance, intensive instruction, regular benchmark testing under the use of the Common Core State Standards and the requirements of the Smarter Balanced assessment rubric; with the central focus on Depth of Knowledge through interdisciplinary essential questions for each curricular main idea. The Direct Instruction strategies are proven effective for all subgroups of the total population.

The Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b); however, if the Charter School and District cannot mutually agree to a memorandum of understanding delineating the respective responsibilities of the Charter School and the District, then the Charter School shall be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a), as further described below.

The Charter School will consider membership in the following SELPAs: Kern County SELPA, other local SELPA, or the El Dorado County Charter SELPA.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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

Section 504 of the Rehabilitation Act

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

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

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

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

I. Services for Students under the IDEIA – RCCES as a Public School of the District for Purposes of Special Education

*The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize the Charter School’s understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District. The following language mirrors the typical “industry standard” arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. **The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:***

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices

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

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

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

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

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

(including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

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

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

Notification and Coordination

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

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

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

resources of the regular education program have been considered, and where appropriate, utilized.

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

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

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

Assessments

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

IEP Meetings

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

the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

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

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian

concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

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

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

Due Process Hearings

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

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

SELPA Representation

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

Funding

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

Retention of Special Education Funds by the District

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

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

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

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

2. Services for Students under the IDEIA – RCCES as a Local Educational Agency for Purposes of Special Education

In the event the Charter School and District cannot mutually agree to a memorandum of understanding delineating the respective responsibilities of the Charter School and the District, the Charter School shall be its own local educational agency ("LEA") and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School will consider membership in the following SELPAs: Kern County SELPA, other local SELPA, and the El Dorado County Charter SELPA.

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the District upon execution.

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

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

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

Staffing

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

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

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

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

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

Funding

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

II. MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

RCCES affirms the following:

- Students will develop benchmark skills and specific classroom-level skills.
- Exit outcomes will align to the Charter School’s mission, curriculum and assessments.

A. RCCES Outcomes

RCCES shall implement a culture in which its pupil outcome goals and schoolwide outcome goals are continuously evaluated for effectiveness. RCCES projects the Task Analysis process will be the major catalyst for students to independently achieve the desired outcomes of student performance. The measurable pupil outcomes associated with the CCSS, which include rigorous content and application of knowledge through high-order skills, will advance the overall progress and student/teacher motivation towards mastery of these pupil outcome goals at designated times throughout the school year. Task Analysis is a practical approach to rigor and motivation that students will buy into which enables RCCES to project an API score of 800 or above by year five of our initial charter term.

RCCES shall pursue the following schoolwide and pupil outcomes:

GOAL	MEASURABLE OUTCOME	ASSESSMENT METHOD	FREQUENCY OF MEASUREMENT
The Charter School will maintain a high Average Daily Attendance (ADA) rate	The Charter School will achieve a 95% ADA	Daily attendance data analysis using state methodology	Daily attendance averaged annually
The Charter School will make Adequate Yearly Progress (AYP) as defined under the No Child Left Behind Act	<ul style="list-style-type: none"> • 95% or higher participation in required standardized assessments • Increasing 	STAR, State APR reporting	Annual analysis of aggregate student data

GOAL	MEASURABLE OUTCOME	ASSESSMENT METHOD	FREQUENCY OF MEASUREMENT
	percentages of proficiency in Math and English, schoolwide and in each significant student subgroup		
The Charter School will meet or exceed its annual Academic Performance Index (API) growth target	Meet or exceed schoolwide and significant student subgroup API growth targets at set annually by the state	STAR, State APR reporting	Annual analysis of aggregate student data
English Learners will acquire English language fluency	75% of English Learners continuously enrolled at the Charter School for 5 years will achieve reclassification to Fluent English Proficiency	<ul style="list-style-type: none"> • CELDT • Reading fluency tests • STAR ELA scores • Progress report cards • Teacher & parent recommendations 	Annually
Students with an IEP will reach their IEP goals.	Students will reach their IEP goals at 80% or better	<ul style="list-style-type: none"> • Annual assessment to evaluate student performance based on current goals and/or objectives in the IEP • Triennial assessment to establish need for special education service eligibility • Quarterly or per frequency of goals and/or benchmarks in IEP. 	<p>Annually</p> <p>Triennially</p> <p>Quarterly/RTI-Assessment</p>

Outcome data gathered from these assessments will allow RCCES to understand its strengths and areas for improvement, and to make on-going adjustments to its academic program and operations to ensure the greatest possible success for all students. RCCES recognizes it will need to update the above goals to reflect the adoption of the Common Core State Standards and the new state accountability system, once finalized.

B. RCCES Outcomes that Align with State Priorities

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing RCCES’s outcomes that align with the state priorities and RCCES’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter.

RCCES OUTCOMES TO ACHIEVE STATE PRIORITIES		
State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
Teachers will be appropriately assigned schoolwide for all pupil subgroups being fully credentialed (E.C. §44258.9) with annual board approval.	<p>RCCES will pursue credentialed teachers heavily recruited through relentless advertising; professional online media, college recruitment/job fairs, newspaper and the charter employment media. Additionally, conducting an interviewing process consisting of paper screening, requiring professional recommendations, an instructional demonstration, and parent interviewing committee.</p> <p>RCCES will ensure credentialed teacher serving in an assignment requiring a certificate issued pursuant to Section 44253.3, 44253.4, or 44253.7 or training pursuant to Section 44253.10 to complete the necessary requirements for these certificates or complete the</p>	<p>100% of RCCES teacher will be appropriately assigned and highly qualified (verification of appropriate credentials).</p> <p>RCCES will have less than 20% teacher turnover for first three years of charter opening.</p>

<p>Every pupil shall have sufficient access to standards-aligned instructional materials. (E.C. § 60119), with annual board approval.</p>	<p>required training for RCCES professional development.</p> <p>RCCES will provide every pupil with sufficient available access to standards aligned instructional materials under the requirements of Common Core Standards and SBAC-Smarter Balanced Consortium requirements for instructional materials.</p> <p>RCCES will conduct an annual public hearing to adopt a resolution stating whether each pupil in the district has sufficient textbooks or instructional materials available in specified subjects that are aligned to the academic content standards and consistent with the content and cycles the curriculum frameworks adopted by the state board.</p> <p>RCCES will provide instructional materials available for English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks for core subjects</p>	<p>Faculty conducts yearly assessment of materials during PD time to ensure 100% access to standards-aligned materials.</p>
<p>School facilities shall be maintained in good repair.</p>	<p>RCCES will ensure "good repair," meaning the facility is maintained in a manner that assures that it is clean, safe, and functional</p> <p>.</p>	<p>School leaders rate the school condition as “excellent” on functional evaluation instrument.</p> <p>Community survey will show 90% approval of</p>

	RCCES will construct a functional evaluation instrument based on the list in Education Code Section 17002(d)(1)(A)-(S).	RCCES as a clean and orderly school
State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency		
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<p>RCCES will implement the Common Core State Standards that are aligned with the ELD core standards that will give students academic content language.</p> <p>EL students will gain academic content knowledge and English language proficiency and improve the current Title III AMO goals from 10 years of deficiency; under annual board approval.</p>	<p>RCCES will follow CCSS Implementation Plan to include ELD standards.</p> <p>RCCES will monitor EL students based on EL matrix for their academic ability under our Task Analysis using/from CELDT, STAR, EL Matrix, Smarter Balanced Consortium Assessment and Common Core by the administrative staff under the Task Analysis process; leading to reclassification.</p> <p>RCCES will improve EL ability to read using the Susan Barton Reading program.</p>	<p>School leadership lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and CA ELD standards and have supports for ELs and struggling students.</p> <p>EL students will improve their Title III AMO goals above 50% since 2004 from the local district.</p> <p>50% of ELs will improve student proficiency AYP for reading and math for the previous school year.</p> <p>RCCES will improve</p>

	<p>RCCES will provide tutoring opportunities for parents to become involved with student homework, benchmark testing and STAR preparation using effective academic training.</p> <p>RCCES will provide available EL materials aligned with CCSS and Smarter Balanced Consortium expectations.</p> <p>RCCES will provide an EL curriculum that is aligned with CCSS curriculum that paces with the EL matrix.</p>	<p>80% student achievement for students entering as eligibility for EL with Special Education eligibility at the end of year 1, 2, and 3.</p>
<p>State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</p>		
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #3</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>
<p>RCCES shall have high rates of parental involvement beginning in Fall 2014 and throughout the existence of RCCES.</p>	<p>RCCES will initiate a parent advisory board with an emphasis on building positive relationships between school and home.</p> <p>RCCES will invite parents as regular volunteers.</p> <p>RCCES will educate parents to understand the academic deficiencies of their student</p>	<p>RCCES will recruit a parent advisory board from a minimum 2% of the total population</p> <p>RCCES will achieve 90% or higher results on the parent survey.</p>

	<p>performance ability and request their input with decisions.</p> <p>RCCES will encourage parents to volunteer and promote other parent volunteers.</p>	
<p>State Priority #4. Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE) B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness 		
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #4</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>
<p>Pupil achievement will improve from the current student proficiency levels of the local district (schoolwide and for all significant pupil subgroups).</p>	<p>RCCES will ensure that Statewide assessments will be followed using the Smarter Balanced Assessment Consortium procedures that coincide with the CCSS.</p> <p>RCCES will implement the Depth of Knowledge program under the CCSS expectations of instructional intentions to improve student achievement scores.</p> <p>RCCES will implement instructional direction of DataWorks Inc to improve</p>	<p>95% or higher participation in required standardized assessments</p> <p>Increasing percentages of proficiency in Math and English, schoolwide and in each significant student subgroup</p> <p>Dataworks will show over 80% of students advancing one year, or improving the rate of learning by 50% of the rigorous pacing schedule.</p> <p>RCCES's enrollment</p>

	<p>student achievement scores.</p> <p>RCCES will ensure students learn to read and remediate reading by implementing the Susan Barton program, which will improve student achievement scores.</p>	<p>will increase yearly to allowed capacity.</p> <p>75% of English Learners continuously enrolled at the Charter School for 5 years will achieve reclassification to Fluent English Proficiency</p> <p>70% of the STAR testing students will show proficient growth from previous school year.</p>
<p>State Priority #5. Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 		
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #5</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p>PROFICIENCY</p>
<p>Pupil engagement will improve for attendance rates and chronic absenteeism (schoolwide and for all significant pupil subgroups).</p>	<p>RCCES will encourage high parental involvement.</p> <p>RCCES will provide attendance incentives.</p> <p>RCCES will provide a positive school culture that promotes cultural proficiency with positive self image for all backgrounds.</p>	<p>Suspension rates will be less than 5% yearly.</p> <p>Expulsion rates will be less than 1% yearly.</p> <p>Less than 10% of student population for grade retention and chronic absenteeism.</p>
<p>State Priority #6. School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 		
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #6</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p>MEASURABLE OUTCOMES AND METHODS OF</p>

<p>School climate will be improved (schoolwide and for all significant pupil subgroups).</p>	<p>RCCES will provide cultural proficiency for students, parents and teachers.</p> <p>RCCES will develop a positive campus culture using cultural proficiency effects that foster self worth and personal value.</p> <p>RCCES will develop a positive disciplinary school program that is proactive and interactive between school administration and students and parents.</p>	<p style="text-align: center;">MEASUREMENT</p> <p>Not more then 10% suspension for a single school year.</p> <p>Not more than 1% expulsion for any single year.</p> <p>Less than 20% student transfer rate</p>
<p>State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable: 5</p> <p><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p> <p><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>		
<p style="text-align: center;">ANNUAL GOALS TO ACHIEVE PRIORITY #7</p>	<p style="text-align: center;">ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p style="text-align: center;">MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>
<p>RCCES will provide a ‘Broad course of Study’ which will play a significant role in student achievement (schoolwide and for all significant pupil subgroups).</p>	<p>RCCES will provide intense Instruction from the RTI remediation program.</p> <p>RCCES will monitor benchmark testing and adjust student performance using the task analysis system.</p>	<p>RCCES will demonstrate 80% proficiency under RTI benchmark testing</p> <p>EL population will increase Reclassification by 50%</p>

	<p>RCCES will provide the EL population instruction and curriculum based on the EL matrix curriculum and instruction that is integrated with the Common Core standard.</p> <p>RCCES will provide students with disabilities specialized instruction</p>	
<p>State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>		
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #8</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>
<p>All students (including significant pupil subgroups) will become proficient in the courses of study, as applicable to RCCES.</p>	<p>RCCES will engage students in visual and performing arts activities and labs as apart of interdisciplinary themes for social science/science CCS.</p> <p>RCCES will provide students with intensive remedial writing instruction using the Essential questions from social science and emphasis with Common Core instruction using Depth of Knowledge vocabulary.</p>	<p>Not less than 60% of students will become proficient in reading, math, science, and social studies</p>

III. METHODS OF MEASURING PUPIL PROGRESS AND OTHER USES OF DATA

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

RCCES is dedicated to documenting student achievement of the state content standards each year through state-mandated pupil assessments. As is required by Education Code Section 60605, students will participate in the Statewide Testing and Reporting program (CST, STAR) and all other mandated accountability programs applicable to non-charter public schools (CELDT, etc.). RCCES shall adhere to any new state accountability system such as the Smarter Balanced Assessments, once finalized. We firmly believe that the RCCES academic program will fully prepare students for success in these statewide assessment programs.

RCCES will use a comprehensive approach in an ongoing effort to examine student performance and revise instructional practices to address student needs. The goal will be continuous improvement to achieve the highest quality educational program that is possible.

A. Data Management, Analysis and Reporting

RCCES recognizes the importance of being a data-driven school. Meaningful, reliable data provides a tool to measure student progress in an ongoing, authentic arena. This includes both standardized and non-standardized tools that, when taken together, will paint a picture of student achievement.

STAR data will be used at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. Multiple formative and summative assessment measures will also be used regularly throughout the school year. The measurable outcomes will be monitored through the classroom theme testing, summative testing, teacher made tests and the RTI benchmark results. The results will be recorded in the student portfolios. Benchmark growth and assessment will be monitored for growth and progress every 6-12 weeks under RTI from isolated concept instruction.

In addition, assessments will be aligned to the prioritized standards and student objectives. Knowledge targets will determine what we expect students to know and be able to do with specific information is a vital piece of an effective assessment system. We believe that assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents. Ongoing data gathering and analysis will guide and inform decisions for determining successful progress or the need for program adjustments.

RCCES staff will be trained on how to interpret test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will

continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

RCCES will utilize the following assessments to measure school-wide and individual student achievement:

- State Mandated Standardized Tests (CST, CELDT, etc., or the new state accountability program, once finalized)
- Academic Performance Index
- Adequate Yearly Progress
- RTI Schoolwide Student Assessments
- Analysis of Student Projects
- Student Progress Reporting
- Ongoing Classroom Teacher Assessments
- Task Analysis
- CTOPP
- Curriculum content testing for isolated concepts

As described in Element 1 of this charter, RCCES shall utilize a framework for the measurement of student outcomes – the Instructional Plan – which shall include:

1. Completion of the CTOPP, to assess the phonological skills. Math will be assessed from the standards based curriculum content administered from the RTI assessment process.
2. After students have been assessed, they will be placed in the appropriate tier of the RTI system.
3. Students will be taught to read and spell using the Susan Barton reading program for every grade level.
4. Systematic Explicit Direct Instruction and delivery of the DataWORKS.
5. The RTI remedial curriculum will be curriculum-based and determined by the overall needs of students as determined from the CTOPP results.
6. The RTI benchmark testing will occur every 6-9 weeks to determine the grade level content standards. Students will be tested on content standards. The frequency of the 6-9 week timeline is designed for measuring pupil outcomes according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. Students who are performing below 80% proficiency can be targeted for additional analysis and modified educational plan.
7. RCCES affirms that its methods for measuring pupil outcomes for State Priorities, as described in Element 2 of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section

47605(b)(5)(C).

B. Student Portfolios

Student portfolios are a subjective measure of student achievement. They are a collection of formative and subjective student performance indicators. Student portfolio may include an anecdotal collection or snapshot of student performance documents. Student portfolios will readily be available for parent conferences, IEP meetings, task analysis meetings, and teacher and staff evaluation. Student portfolios will include, but not be limited to, the following:

1. Student achievement: STAR, API, AYP and CELDT testing results.
2. Results of assessments that are, at a minimum, frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress (CTOPP).
3. Data from the classroom (i.e., attendance, summative and formative testing).
4. RTI remedial testing, remarks, goals and objectives and lesson plans.
5. Teacher annotated student progress and weaknesses.
6. Task analysis processing for students with suspected learning disabilities, non-academic disabilities or students at-risk (i.e., task analysis, goals and objectives).

C. Use and Reporting of Data

Data will be collected, analyzed, and reported in a timely manner. As mentioned above, teachers will spend time developing the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and address student deficiencies. Through regular staff meetings and administrative meetings, data will be analyzed, including standardized testing results, attendance, grades, behavior and anecdotal evidence. This process will lead to decisions about curriculum, instructional practice, professional development, extra-curricular activities, and budget allocation. Data will also be used to continuously monitor student progress and identify students for accelerated learning or those who need additional support.

The objective means of measuring student outcomes will assist in evaluating the effectiveness of instruction at RCCES and to make modifications in instruction for both individual students and groups of students. The above-mentioned data will provide detailed information, allowing RCCES to make informed decisions on pupil progress. Data will be shared with all stakeholders including families.

RCCES will utilize a student assessment and monitoring system, PowerSchool or Zoom, to guide instruction in the educational program, and integrate data from a variety of sources such as state assessment, district administered tests and possibly daily classroom assessments given by teachers. The system shall be utilized to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom;

provide for analysis of schoolwide data; and individual classroom teachers will be encouraged to use the program to track and reflect on their teaching strategies as it relates to the assessments. The system's ability to manage, track and report information from a wide variety of assessments shall provide a complete picture of the student in relation to their attainment of skills and knowledge specifically determined by the goals of RCCES.

Student achievement data shall be analyzed throughout the school year in order to determine if there are any patterns. When areas are identified, teachers and staff at RCCES will be directed to look at the core programs and possible interventions that will address these areas. Resources and professional development are utilized to address the need and enhance or change programs if necessary.

D. School Accountability Report Card ("SARC")

RCCES will publish student results annually through the School Accountability Report Card ("SARC"), in compliance state law and NCLB criteria. The report includes pertinent facts and data about RCCES and will be made available to the public as required by law.

E. Local Control and Accountability Plan ("LCAP")

Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, RCCES will produce a Local Control and Accountability Plan ("LCAP"), which shall update the goals and annual actions to achieve the goals identified in Element 1 of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. RCCES shall submit the LCAP to its authorizer and the Kern County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

F. Monitoring Teacher Performance

Academic excellence, attitude and attendance are the measures by which our teachers are evaluated. Teachers will be given the expectations of excellence. Teacher success may be measured by the intensity and commitment to the instructional delivery and teaching methodologies. The expectation of Academic excellence is measured in part by how well students do on report cards, attend school, and perform on standardized testing. Attitude is measured by how well teachers cooperate with other staff members, problem solve, and go "Above and Beyond." Attendance is an important measure and we expect our teaching staff to have daily attendance rates of 99% or better. We believe this is a measure of dedication to our instructional programs, students and personal commitment. The RCCES Principal will include these factors in annual performance evaluations that will be directly related to student performance.

G. District Visitation/Inspection

RCCES will comply with a District requested visitation process to enable the District to gather information needed to validate the school's performance and compliance with the terms of this charter. However, the Charter School agrees to and submits to the right of the District to make

random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

H. Response to Inquiries

Pursuant to Education Code Section 47604.3, RCCES shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.

IV. GOVERNANCE STRUCTURE

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

A. Non-Profit Public Benefit Corporation

RCCES will be a directly funded independent charter school and will be operated by Teaching Works, Inc., a California non-profit public benefit corporation, pursuant to California law, upon approval of this charter.

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

Attached, as Appendix 22-C, please find the Teaching Works, Inc. Articles of Incorporation, draft corporate bylaws, and draft Conflict of Interest Code. The RCCES Board of Directors will adopt the bylaws and Conflict of Interest Code upon approval of this charter.

B. Board of Directors

RCCES will be governed by a nonprofit Board of Directors (“Board,” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall consist of at least five (5) and no more than seven (7) directors consisting of parents and community members. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the nonprofit Board shall appoint an additional member to ensure that the Board is maintained with an odd number of directors. All directors shall be appointed by the Board, except for the authorizer representative, if any. Board members are desired to have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations, but shall not be prohibited from serving on the Board if otherwise qualified. As the Board shall comply with Government Code Section 1090, employees of RCCES shall not serve on the Board.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been appointed. Board terms will be July 1 through June 30. Copies of Board members’ resumes are included in Appendix 20-A.

C. Board Meetings and Duties

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

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

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

RCCES shall comply with the Brown Act and Government Code Section 1090.

The Charter School shall adopt a Conflict of Interest Code which complies with the Political Reform Act, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations applicable in the future. As noted above, the draft Conflict of Interest Code is attached within Appendix 25-F. As required by the Political Reform Act, the Conflict of Interest Code will be submitted to the proper code-reviewing body for approval.

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

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

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

E. The Principal

The Principal will be the instructional leader of RCCES. The Principal will ensure that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the school. The Principal must report directly to the Board, and s/he is responsible for the orderly operation of the school and the supervision of all employees in the school. The Principal will be assigned to perform tasks to ensure the school enacts its mission and achieves its stated goals and objectives. The Principal will communicate and report to the Board of Directors as needed.

The Principal shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

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

- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the school and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District Administrative meetings upon request by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the School annual performance report and the SARC;
- Manage student discipline and, as necessary, implement the suspension and expulsion process;
- Participate in IEP meetings as necessary.

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

F. Parent Involvement in Governance

In addition to serving on the Board of the Directors, the Charter School encourages parent involvement in the school through the development of a parent/teacher organization (PTO). The PTO shall be made up of parents and guardians of RCCES students and teachers whose primary role is to provide support regarding school activities, raise money, plan staff appreciation events, and provide feedback to the Board of Directors on issues of concern. The PTO shall operate independently from the Charter School. The PTO shall hold meetings throughout the year to inform parents and collect feedback regarding Charter School operations, educational services and programs, and the school's accountability to the community.

The Charter School also promotes parent participation by supporting and strongly encouraging parents and guardians to contribute volunteer time. Our goal is to build parent participation to a minimum of 20 hours per year of volunteer work, of which at least five (5) hours may occur in their child's classroom. The PTO also may plan special events and fundraisers for the Charter School, coordinate teacher appreciation week, and Charter School celebrations.

Communication between school staff and parents shall take place through phone calls, e-mail, newsletters and face-to-face meetings as necessary. Parents and guardians are encouraged to express their concerns, to visit the school and schedule time to meet with staff.

V. EMPLOYEE QUALIFICATIONS

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

A. Overview

All employees of RCCES will show dedication to students and mission of the school. Employees will be both innovative individuals with a passion for lifelong learning, and also coaches and facilitators of learning. They will be committed to developing the social, civic, character, and academic potential of each student. All staff members will possess experience and expertise appropriate for their position according to the Charter School's adopted personnel policies, and federal and state statutes applicable to charter schools. It is the intent of RCCES to hire employees who are dedicated to providing instruction for children according to the academic content standards and Common Core State Standards adopted by the California State Board of Education. Selection and appointment of employees at RCCES will be the exclusive prerogative of the Charter School. As such, those who work at RCCES shall be selected, employed, and released by the Board of Directors, which will set the terms and conditions of employment by establishing personnel policies.

RCCES will not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis prohibited by Education Code Section 220. Decisions relative to the selection of a Principal rest with the Board of Directors. Decisions relative to the selection of all remaining employees rest jointly with the Principal and the Board of Directors. The Charter School shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237.

Teachers

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

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

Accordingly, the minimum qualifications for teachers of core, college preparatory subjects are:

- A bachelor's degree;

- A State credential or have an Intern Certificate/Credential as issued by the California Commission on Teacher Credentialing

In addition, teachers who desire a position with RCCES must:

- Be willing to work collaboratively with parents in the classroom and community;
- Show enthusiasm for collaboration with other teachers at the school;
- Strive toward implementing the RCCES mission and vision;
- Be skilled at or be willing to be trained in the teaching practices used at RCCES.

Principal

The RCCES Principal serves as the primary administrative leader of the school. Selection of the Principal by the Board of Directors will be based on proven experience in educational leadership, educational vision and relevant experience with our targeted student population, demonstrated ability in program design and/or development, and interest and commitment to educational reform.

RCCES plans to hire a Principal who, in year one, will share teaching and administrative duties with the Certified Administrative Designee. The Principal position may increase to a full-time position in year two dependent on student enrollment growth.

Selection of the Principal will be based on proven experience meeting the following qualifications:

- Master's Degree in Education and/or Administrative Credential. An applicant without a current Administrative Credential may be considered only if the applicant provides evidence of five or more years of public school administrative experience.
- Relevant experience with school and organizational leadership and educational innovation.
- Relevant successful experience as a school leader and teacher; a minimum of five (5) years of teaching experience and two (2) years of administrative experience is preferred.
- Expertise in curriculum design, supervision and evaluation.
- Knowledge of special education programs, policies, and best practices.
- Ability to communicate effectively with diverse groups, the Board and the community; language fluency other than English strongly preferred.
- Interest in the charter school model of public education and commitment to the Charter School's success.
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management.
- Other qualifications and/or qualities deemed important by the Board.

Administrative Designees

The Administrative Designees will serve as the secondary administrative leadership of the school. RCCES plans to hire two Administrative Designees – an Administrative Designee for Educational Services (certificated) and an Administrative Designee for School Operations (classified). The RCCES Administrative Designees will be selected and hired by the Principal, and will serve as the administrative leadership in the absence of the Principal, or as needed.

The Administrative Designee for Educational Services (Certificated) will have primary responsibilities and duties as prescribed by the Principal as an instructor, developer, and supervisor. The Educational Services Designee will be responsible for the duties of the Principal in the absence of the principal; i.e. school discipline and special education. The employee qualifications include, but are not limited to, the following:

- Master's Degree in Education and/or Administrative Credential. An applicant without a current Administrative Credential may be considered only if the applicant provides evidence of three to five or more years of public school administrative experience.
- Relevant experience with school and organizational leadership and educational innovation.
- Five (5) years of teaching experience and curriculum.
- Expertise in curriculum design and assessment evaluation.
- Knowledge of educational technology, textbooks and supplies.
- Ability to supervise staff scheduling, training, and management duties.
- Knowledge of special education programs, policies, and best practices.
- Ability to communicate effectively with diverse groups, the Board and the community; language fluency other than English strongly preferred.
- Interest in the charter school model of public education and commitment to the Charter School's success.
- Other qualifications and/or qualities deemed important by the Principal or Board.
- Experience in developing and conducting teacher evaluations.
- The ability to supervise teachers and support staff, and create and implement school procedures and policies.

The Administrative Designee for School Operations (Classified) will have primary responsibilities and duties as prescribed by the Principal, including but not limited to, office operations, paraprofessional scheduling, food services, IT maintenance, and purchasing and payroll. The employee qualifications include, but may not be limited to, the following:

- Knowledge of support services such as cafeteria, transportation and custodial services
- Relevant experience with school and organizational leadership and educational innovation.
- Five (5) years of public school experience.
- Knowledge of educational technology.
- Ability to supervise staff scheduling, training, and management duties.
- Ability to communicate effectively with diverse groups, the Board and the community; language fluency other than English strongly preferred.

- Interest in the charter school model of public education and commitment to the Charter School's success.
- Experience with school operations including facilities, health and safety and other operational management.
- Other qualifications and/or qualities deemed important by the Principal or Board.

Paraprofessionals

Paraprofessionals will play an integral role in the everyday interface with students, parents and staff in perfecting student achievement and school operations. Paraprofessionals will provide classroom support assistance for all students: special education, English Learners, migrant students and regular education students. They will assist with RTi supplemental instruction, benchmark testing and reporting, and will also provide assistance for students with severe disabilities. Paraprofessionals will be trained to improve student performance and support school management, and will be under the supervision of the Administrative Designee and the Principal.

Selection of Paraprofessionals may be based on proven training and experience meeting the following qualifications:

- High school diploma and/or college credits.
- Relevant experience with school and organizational leadership and educational innovation.
- Two (2) years of Paraprofessional or like experience.
- Proficient in Paraprofessional highly qualified testing.
- Knowledge of educational technology.
- Ability to communicate effectively with diverse groups, the Board and the community; language fluency other than English strongly preferred.
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management.
- Other qualifications and/or qualities deemed important by the Principal, Administrative Designee, or Board.

Office Personnel

Office Personnel will be selected by the Principal on an application and interview basis in consultation with other staff members and teachers as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

Minimum Qualifications:

- High school diploma; AA degree or two years of college preferred.
- Minimum of two years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.

RCCES Staffing Plan – Year 1

As further demonstrated in the table below, in year one, there will be seven (7) certificated teacher positions: 3 for kindergarten, 2 for first grade, 1 for second grade, and 1 for third grade. Five full-time teachers will be hired. RCCES will hire one Principal, one Certificated Administrative Designee, and Classified Administrative Designee. The teacher positions will be allocated as follows:

1. The second grade teacher position will be shared by the Principal (a.m.) and the Certificated Administrative Designee (p.m.).
2. One kinder teacher will be hired for an a.m./p.m. session.

Finally, there will be 11 classified positions:

- 1 Classified Administrative Designee
- 2 part-time (3 hours) classified positions
- 1 full-time (8 hours) office/clerical position
- 1 (6 hours) custodian position
- 6 (6 hours) paraprofessional positions

VI. HEALTH AND SAFETY OF PUPILS AND STAFF

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

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

1. Procedures for Background Checks

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

2. Role of Staff as Mandated Child Abuse Reporters

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

3. TB Testing

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

4. Immunizations

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

5. Medication in School

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

6. Vision, Hearing, and Scoliosis

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

7. Diabetes

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

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

8. Emergency Preparedness

RCCES shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site and resource center(s) in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

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

9. Blood Borne Pathogens

RCCES shall meet state and federal standards for dealing with blood borne pathogens

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

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

10. Drug Free, Alcohol Free, Smoke Free Environment

RCCES shall function as a drug, alcohol and tobacco free workplace.

11. Facility Safety

RCCES shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. RCCES agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. RCCES shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

12. Comprehensive Discrimination and Harassment Policies and Procedures

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

VII. RACIAL AND ETHNIC BALANCE

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

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

Outreach Plan

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

The RCCES Outreach Plan shall include the following strategies:

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

VIII. ADMISSION REQUIREMENTS

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

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

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

The RCCES admission process is comprised of the following:

- Completion of a student registration form

Enrollment packets for students who are admitted will also gather the following:

- Proof of Immunization
- Proof of Withdrawal from Previous School (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, RCCES will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year. Returning students must affirm their intent to return

Enrollment preferences in the case of a public random drawing shall be as follows:

1. All students currently enrolled in RCCES
2. Siblings of currently enrolled students at RCCES
3. Children of employees at RCCES
4. Residents of the District
5. All other applicants

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

to the following school year.

RCCES and the District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by RCCES to the District.

Planned Application, Public Random Drawing, and Admission Schedule

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

The final schedule and due dates will be communicated to interested parents and students on RCCES's website. In year one, if the charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter timeframe.

January – March	Application forms available at school administrative office or online at the Charter School's website.
First week of March	All application forms due to Charter School.
Last week of April	Public random drawing conducted (if necessary).
Last week of May	Admission notification and enrollment packets distributed to parent and children who have been drawn in the public random drawing.
Approximately 3 Weeks Later	Completed enrollment packets due back to the Charter School, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.

IX. FINANCIAL AUDITS

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

An annual independent financial audit of the books and records of RCCES will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of RCCES will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors will receive and review the audit each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this Charter.

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

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

X. PUPIL SUSPENSION AND EXPULSION

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

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as RCCES's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. RCCES staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

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

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must

- be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - 2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a

crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate

prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - 2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3) Causing a reasonable student to experience substantial interference with his or her academic performance.

- 4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - y) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - z) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

be extended pending the results of an expulsion hearing.

D. Authority to Expel

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

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the RCCES Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt,

sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the

charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon

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

N. Readmission

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

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

1. Notification of District (if a public school of the District for purposes of special education) or SELPA (if an independent LEA member of a SELPA)

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the

interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

XI. EMPLOYEE RETIREMENT SYSTEMS

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

Certificated employees at RCCES shall participate in STRS. Non-certificated employees shall participate in PERS, or the federal social security system, as applicable to the position. RCCES shall inform all applicants for positions within RCCES of the retirement system options for employees of RCCES. The Principal shall be responsible for ensuring that appropriate arrangements for retirement coverage are made. RCCES will develop a mix of salaries and benefits, commensurate with location and experience, necessary to attract and retain well-trained teachers and other staff.

XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend RCCES. Students who reside within the District who choose not to attend RCCES may attend school within the District according to District policy or at another school district or school within the District through the District's intra-and inter-district policies. Parents and guardians of each student enrolled in RCCES will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in RCCES, except to the extent that such a right is extended by the local education agency.

XIII. EMPLOYEE RETURN RIGHTS

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

No public school district employee shall be required to work at RCCES. Persons employed by RCCES are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from employment to work at RCCES and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements. RCCES shall not have any authority to confer any rights to return on District employees.

XIV. DISPUTE RESOLUTION

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

Disputes Between the Charter School and District

RCCES recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended to provide a prompt resolution of disputes related to provisions of the RCCES charter. The policy is intended as a starting point for a discussion of dispute resolution procedures. RCCES is willing to consider changes to the process outline below as suggested by the District.

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

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

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

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

Internal Disputes

RCCES shall have an internal dispute resolution process to be used for all internal disputes related to RCCES's operations. Parents, students, Board members, volunteers, and staff at RCCES will be provided with a copy of RCCES's policies and internal dispute resolution process. The District will refer all disputes not related to a possible violation of the Charter or law to RCCES.

XV. EXCLUSIVE PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

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

XVI. School Closure Procedures

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

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

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

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

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

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

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

As soon as reasonably practical, RCCES will prepare final financial records. RCCES will also have an independent audit completed within six months after closure. RCCES will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by

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

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

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

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

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

As specified by the Budget in Appendix 23-D, RCCES will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

XVII. MISCELLANEOUS CHARTER ELEMENTS

A. Budget and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix 23-D, please find the following documents:

- Budget narrative
- A five-year budget including startup costs and cash-flow
- Budget assumptions
- Financial projections for the first five years of operation

These documents are based upon the best data available to the RCCES petitioners at this time, including the 2013 state budget and the Local Control Funding Formula.

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

B. Insurance

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

C. Administrative Services

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

RCCES has selected the Charter Schools Management Corporation ("CSMC") for its back office and financial service operational needs, including but not limited to the following services:

- Annual budget development, cash flow projections, and financial planning
- General ledger and booking
- Accounts payable and receivable
- Payroll, retirement reporting, and benefits administration
- Local, state, and federal compliance reporting
- ADA tracking and reporting
- CALPADS reporting
- Charter School Board financial reports
- Communicating with and reporting to authorizer on financial matters, as needed
- CharterVision, a 24/7 on-demand resource that provides access to all financial records and reports of the Charter School.

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

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

D. Facilities

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

RCCES shall pursue facilities through a Proposition 39 request to the District. RCCES desires to be located within District boundaries at a former elementary school site that is no longer in use, such as Hamilton Elementary School. RCCES's facilities requirements include, but are not limited to, the following:

- 10 classrooms
- 1 multi-purpose room/area
- 1 cafeteria
- 1 lobby/main office space
- 3 student female and 3 student male restrooms
- 2 female/male adult restroom facilities
- Teachers' lounge

In the event RCCES does not secure a facility from the District, it shall secure a site and shall provide the District a Certificate of Occupancy and proper clearances, as applicable to charter schools, no later than 30 days prior to the school's opening date or by a date otherwise agreed to between the parties.

E. Transportation

RCCES will provide transportation to and from school as required by law for students with disabilities in accordance with a student's IEP.

F. Attendance Accounting

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

G. Reporting

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

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

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

H. Potential Civil Liability Effects

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

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

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

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

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

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

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

XVIII. CONCLUSION

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