



A CALIFORNIA CHARTER SCHOOL

Submitted to the California State Board of Education

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<i>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.</i>	
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California Education Code § 47605(b)(5)(D)	70
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California Education Code § 47605(b)(5)(E)	78
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<i>A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to ensure the disposition of all assets and liabilities of the charter school, including disposing of any net assets and for the maintenance and transfer of student records.</i>	

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school-site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Charter Schools Act (or Act) (Education Code §§ 47600 et seq.) requires each charter school to have a “charter” that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of § 47605 of the Act.

AFFIRMATIONS/ASSURANCES

- The Western Sierra Collegiate Academy (“WSCA”) shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. It shall not charge tuition and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- WSCA shall comply with all applicable federal, state and local laws and court orders.
- WSCA shall admit all pupils (subject to capacity) within the State of California who wish to attend the School. Admission to the School shall not be determined by the place of residence of a pupil or his or her parent or guardian within the State except as provided by Education Code Section 47605(d)(2). If WSCA receives a greater number of students who wish to attend the School and who submit a timely application, each applicant will be given an equal opportunity for admission through a public random lottery process.
- All meetings of the Board of WSCA shall be held in compliance with the Brown Act.
- WSCA 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 of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- WSCA shall offer at a minimum, the same number of minutes of instruction set forth in paragraph (1) of subdivision (a) of California Education Code Section 47612.5 for the appropriate grade levels.
- WSCA shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
- WSCA shall meet all state standards and conduct the pupil assessments required by California Education Code Sections 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.
- WSCA shall, on a regular basis, consult with its parents and teachers regarding the School’s education programs.
- WSCA shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary.
- WSCA will ensure that teachers in WSCA 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 law, flexibility may be given to non-core, non-college preparatory teachers.
- WSCA will, at all times, maintain all necessary and appropriate insurance coverage.
- WSCA will comply with all laws related to the minimum and maximum age of public school admission.
- WSCA shall be deemed the exclusive public school employer of the employees of the School for purposes of the Educational Employment Relations Act.

• 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.

- WSCA will follow any and all other federal, state, and local laws and regulations that apply to the School including but not limited to:
- WSCA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- WSCA shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- WSCA shall comply with any jurisdictional limitations to locations of its facilities.
- WSCA shall comply with all applicable portions of the No Child Left Behind Act.
- WSCA shall comply with the Public Records Act.
- WSCA shall comply with the Family Educational Rights and Privacy Act.
- WSCA shall meet or exceed the legally required minimum of school days per year.

David Patterson, Lead Petitioner

Date



Overview of Western Sierra Collegiate Academy

(At Full Implementation, Grades 7-12)

Mission of School	Western Sierra Collegiate Academy (WSCA) will provide students with a challenging and comprehensive college preparatory education in a small public school setting.
Educational Focus	WSCA will be a college preparatory charter public school serving students in grades seven through twelve. WSCA will provide an engaging and rigorous academic curriculum, focusing on math, science, social studies, and the arts. All students will be enrolled in the courses needed to attend the University of California, California State Universities, and the most selective private universities.
Grades Served	Grades 7 through 12.
Small School Size	A small school setting with approximately 90 students per grade level. A total student enrollment of approximately 550 students
Location	It is expected that WSCA will be initially housed in an interim facility located in South Placer County area (Rocklin or Lincoln). WSCA will grow into a more permanent facility as additional grades are added.
7th and 8th Grade Curriculum	WSCA will offer the nationally recognized Core Knowledge curriculum in 7th and 8th grade. Strong in depth and rigor, it will provide a solid foundation for success in the college preparatory coursework in grades 9-12.
High School Curriculum	All students in High School (grades 9-12) will be enrolled in the course work required for entrance to the University of California, California State University and selective private universities. The curriculum will be engaging and rigorous, meeting and exceeding California state standards. It will emphasize science, math, social studies, and the arts. It is the expectation that all students will take Advanced Placement (AP) coursework and/or University of Cambridge International Examinations (IGSCE) in 11th or 12th grade.
Are there other schools like WSCA?	WSCA will be similar in design and educational program to some of the best public and private schools in the United States. The structure of WSCA is based on the Pacific Collegiate School, the highest achieving open enrollment high school in California. Pacific Collegiate is fully supportive of the creation of WSCA and is assisting in its development. For more information about Pacific Collegiate School visit www.pacificcollegiate.com .
For more Information	Web site: www.wscacademy.org Email: info@wscacademy.org Phone: (916) 632-6580
Rocklin Academy	Rocklin Academy, the highest performing public school in Placer County, is leading the development of WSCA. Serving grades K-6, Rocklin Academy currently operates two Core Knowledge based elementary schools, Rocklin Academy at Turnstone and Rocklin Academy at Meyers Street.



SECTION 1 - INTRODUCTION

WSCA will make important contributions to Public Education

The Rocklin Academy (~~RA~~), a California nonprofit public benefit corporation, incorporated in 2000, was formed by experienced educators and dedicated parents. RA currently operates two high quality elementary schools of choice serving the greater Rocklin community. The initial school (~~RA Turnstone~~) has been continuously operating since 2001. Students were first served at the second school site (~~RA Meyers~~) in August 2007. RA is now undertaking the creation of a third school, the Western Sierra Collegiate Academy (~~WSCA~~ or the School), in order to provide an additional public school educational choice for students in grades ~~seven-six~~ through twelve, similar to what the existing RA schools are successfully providing for elementary grade students. Rocklin Unified School District (~~RUSD~~, the ~~District~~, or the ~~School District~~) is the chartering entity for both RA Turnstone and RA Meyers.

In accordance with the California Charter Schools Act of 1992, as amended (the ~~Charter Schools Act~~), RA hereby petitions the California State Board of Education (the ~~Authorizer~~ or ~~SBE~~) to grant this charter petition for WSCA for five years from the date of the school first serving students (the ~~Charter~~). (Throughout this Charter, the terms ~~student~~ and ~~pupil~~ are used interchangeably.) The Charter is submitted to the SBE as an appeal to the denial by RUSD.

State law supports and encourages the creation of charter schools and provides specific direction to school districts to approve charter school petitions. The law declares a wide range of purposes for charter schools. An individual charter school may fulfill one or more of these purposes. This support for charter schools is reflected in the Charter Schools Act (Education Code § 47601(a)-(g) that states that:

It is the intent of the Legislature ... to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) *Improve pupil learning.*
- (b) *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) *Encourage the use of different and innovative teaching methods.*
- (d) *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- (e) *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) *Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- (g) *Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

As detailed in this Charter, WSCA will make important contributions to the legislative goals outlined above. By granting this Charter, SBE will help fulfill the intent of the Charter Schools Act while providing students with an additional quality public school educational option.

Offering Improved Academic Performance in Placer County

There is a clear need to improve public education in California and the United States. The need to offer additional high-quality educational choices is equally important in Placer County. WSCA will improve educational opportunities for students and families in Placer County by providing a school that is:

- A public school with a specific college preparatory mission.
- Open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements.
- Offering a rigorous academic curriculum to all its students, including math and science.
- Committed to maintaining high expectations for both academic and personal performance.
- A small and supportive school environment
- Operates in partnership with parents.

Currently there is no public school in the South Placer County region that is similar to WSCA. The only choices similar to WSCA are expensive private schools. WSCA will serve the larger community by increasing the ability of Placer County employers to attract and retain employees with school-age children. WSCA will also qualify more Placer County students to attend selective public and private universities and colleges, increasing the pool of county residents with the high level skills needed by companies in our region, and nationally.

The Need for Higher Academic Performance in Placer County, in California, and throughout the United States

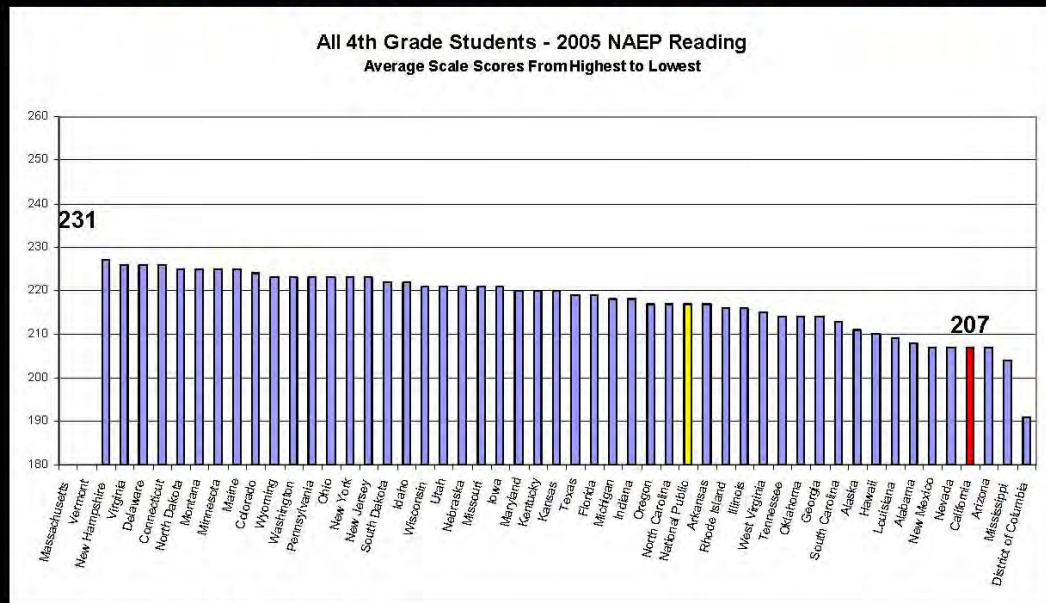
Placer County Educational Needs

Employers in Placer County need highly educated and capable employees, and the economic viability of our community depends on the availability of this type of highly educated and skilled workforce (Analysis of Education-Industry Linkages and Economic Benefits in Placer County, 2004). Students in Placer County are significantly more affluent than students as a whole in California. Even in Placer County, where student performance is higher than the state as a whole, a high percentage of students fall below the academic performance levels set by the state (proficient) that are needed to be successful in college. For example, in Placer County 39% of eighth graders and 54% of eleventh graders are below proficient in English – Language Arts. Further, in eleventh grade U.S. history, 60% of students are not proficient. In Science 45% of eighth grade students are not proficient, and 71% of high school students are not proficient in Chemistry, and 61% failing to score as proficient in Physics.

California Schools Need to Significantly Improve Education Offered to Students

The need for higher achievement and more academic rigor is equally evident at the state level. On the National Assessment of Educational Progress (NAEP), California students rank at the bottom. In eighth grade Reading, California students are third from the bottom. This poor performance is not due to the demographics of the state. When demographics are adjusted, California still performs at the bottom, with the same performance level as Mississippi, Alabama, Louisiana, and New Mexico. The three charts which follow illustrate this poor performance. (See Appendix 2 for additional excerpts from Ed-Trust West report.)

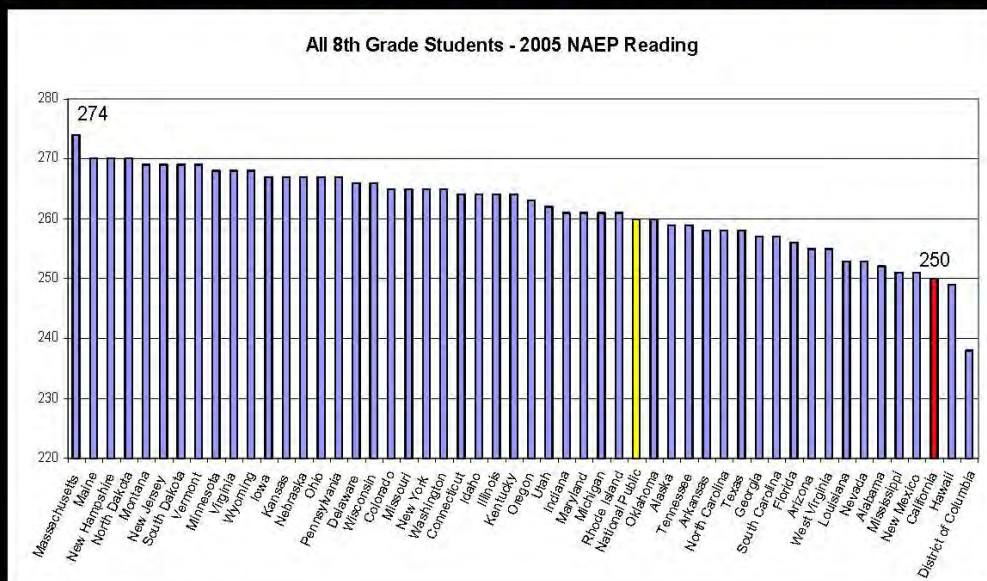
California's NAEP Scores for 4th Grade Reading Lag Behind Other States



Source: National Center for Education Statistics,
<http://nces.ed.gov/nationsreportcard/>

2007 by The Education Trust West

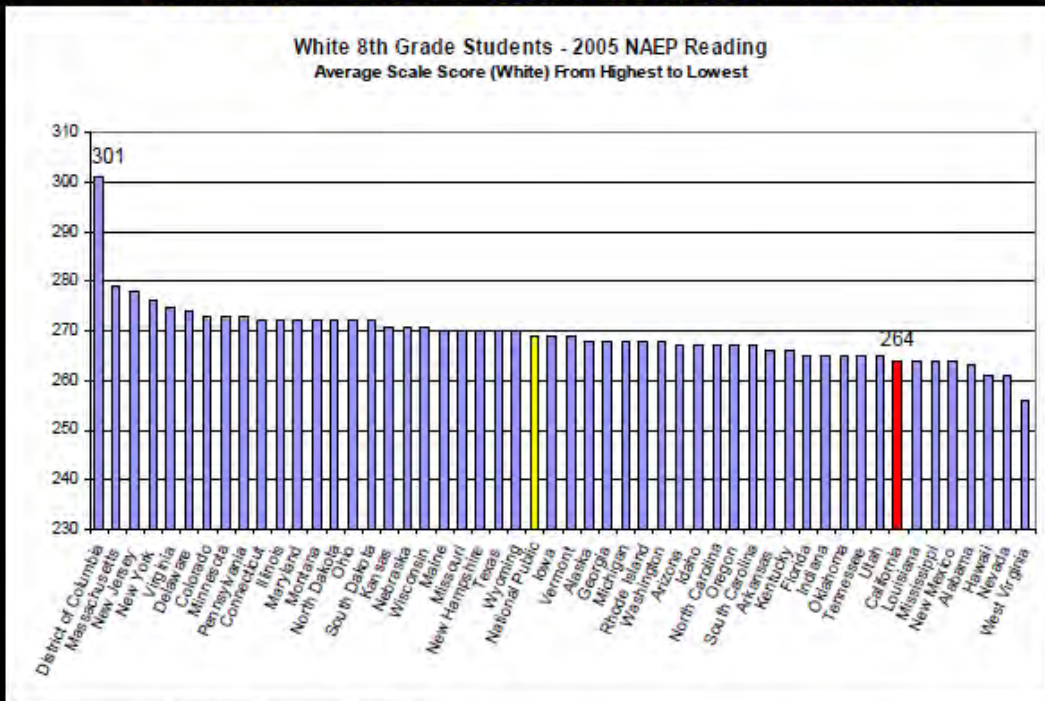
California's NAEP Scores for 8th Grade Reading Lag Behind Most States



Source: National Center for Education Statistics,
<http://nces.ed.gov/nationsreportcard/>

2007 by The Education Trust West

California's White 8th Grade Students Trail Behind Their Peers in Most States



Source: National Center for Education Statistics,
<http://nces.ed.gov/nationsreportcard/>

2007 by The Education Trust-West

California is One of the Poorest Performing States in the United States

The educational achievement of children in the United States as a whole is significantly less than other industrial nations. California students are some of the poorest performing in the nation.

In the California report, The Governor's Committee on Education Excellence issued the summary report *Getting Down to Facts: School Finance and Governance in California in March 2007*. This report captures the challenges California faces. The challenges are captured in the following excerpt:

"Introduction

On many different measures of achievement, California's students fall far behind those in other states. As shown in Figure 1, on the 2005 National Assessment of Education Progress, California ranked 7th lowest in eighth grade math in comparison to the 49 other states and the District of Columbia. Perhaps more telling, the average California student is competitive with just the bottom quarter of students in Massachusetts. The story is at least as bad in other subjects. California performed 3rd lowest in reading, ahead of only Hawaii and the District of Columbia, and 2nd lowest in science, ahead of only Mississippi. Some suggest that California's position simply reflects the large minority populations in the state, but the facts on achievement belie this. California schools do not do well for any group – as an example, a chart similar to Figure 1 only for Hispanic students would place California fourth from the bottom. Significant progress will require fundamental and comprehensive change."

The Need for Improving Education in the United States

The need for schools that offer students a rich and rigorous college preparation program is critical for the United States, for California, and for Placer County, in order to remain/regain our competitive standing in an increasingly global economy. For example, on the international level, 19 countries (such as the Netherlands, Belgium and Japan) scored higher than eighth grade students in the United States in mathematics. Compared to key industrialized nations, these same students ranked 11 out of 13. The United States faces similar challenges in science. The Program for International Student Assessment (PISA) focuses on the ability of 15-year-olds to apply science knowledge and skills to a variety of materials with a real-life context. On the 2003 PISA, U.S. 15-year-olds scored below the science literacy average of the 29 participating countries. See Appendix 1 for further information in the federal report *U.S. Student and Adult Performance on International Assessments of Educational Achievement*.

The United States is Behind Compared to Other Nations

The reports, task forces, and statistics regarding the failure of United States students to be competitive with students from other nations are substantial and compelling. The most recent of these reports –"Comparative Indicators of Education in the United States and Other G-8 Countries: 2006" released in August 2007, illustrates the challenges faced by the United States. The United States spends more money per student for the elementary and secondary education than any G-8 industrial nation, yet the academic achievement of students in the United States falls behind that of many countries. For example, the performance in Mathematics Literacy among 15-year-old students on the PISA 2003 assessment defined above, approximately one-quarter of 15-year-old students in the United States scored at or below the lowest proficiency level on the combined mathematics literacy scale. This is a higher proportion of students than in Germany, France, Japan, and Canada. Fifteen-year-old students in the United States generally scored lower, on average, than their peers in the same four G-8 countries on each of the four mathematics literacy subscales: space and shape, change and relationships, quantity, and uncertainty. Although US students were generally at an advantage in terms of socioeconomic status (SES) compared to their G-8 peers, low-SES 15-year-old students in the US were outperformed by their peers in Germany, France, Japan, and Canada in mathematics literacy.

The results of the 2003 Trends in International Mathematics and Science Study (TIMSS) for eighth grade are no more encouraging. Forty-five countries participated in the assessments at the eighth-grade level. In science, US eighth-graders were outperformed by eighth-grade students in the following eight countries: Singapore, Chinese Taipei, Republic of Korea, Hong Kong SAR, Estonia, Japan, Hungary, and Netherlands. In math, US eighth-graders were outperformed by their peers in 14 countries: Singapore, Republic of Korea, Hong Kong SAR, Chinese Taipei, Japan, Belgium, Netherlands, Estonia, Hungary, Malaysia, Latvia, Russian Federation, Slovak Republic, and Australia.

The Need for Improved Educational Opportunities in Today's World Demand Innovations like WSCA

The global economy has been a demanding reality for nations since the end of World War II. The transformation in the 21st century is that the global economy has progressed beyond a contest between nations, to one where individuals are competing against each other for employment, economic opportunity and economic security. It is in this context that California as a state, and Placer County as a community must strive to ensure the continuing success and prosperity of its citizens.

One of the critical keys to international competitiveness is a highly educated workforce. Educating the students living in Placer County and throughout California, so that they excel in academic achievement and are internationally competitive, while also nurturing their development as involved citizens who share our country's common values, is the daunting task that WSCA will undertake.

WSCA will provide a public school opportunity to address the need for an educated population in our community, our state, our country, and our world.

WSCA: Meeting the Needs of Placer County, California, and the United States

RA Board of Directors, as the Founding Group for WSCA, proposes the creation of a new, small, academically-rigorous school, WSCA, to serve students in grades seven through twelve, to be located in southern Placer County, California. The proposed school is using as the foundation of its educational program the highly successful Pacific Collegiate School ("PCS") which is located in Santa Cruz, California. PCS is currently the highest performing open-enrollment high school in California and a California Distinguished School. RA is committed to taking the powerful foundation created by PCS and creating a similar school in our local community. WSCA will duplicate PCS's cohesive community, serving as a unifying locale in the greater geographic area, for students and teachers united by a commitment to intellectual advancement. This includes commitment to the pursuit of academic and intellectual achievement beyond the students' secondary education.

The creation of WSCA, with its academic rigor and its commitment to helping students meet international educational standards and commitment, is an example of the "fundamental and comprehensive change" (Getting Down to Facts) necessary to meet the 21st century needs of Placer County, California and the United States. As illustrated in the Report, California as a whole, and Placer County itself, will have significant economic benefits from improving the educational levels of residents. These improvements will come from the improved economic circumstances made possible, for the most part, by the improvement of the educational attainment of our citizens. Through a rigorous a-g curriculum, a small school environment, and dedicated teachers that hold students to high standards, WSCA will prepare students to be academically competitively with students from anywhere in the world, while also helping them develop as well rounded and involved citizens. WSCA graduates will be prepared for the challenges and rewards available at competitive public and private universities and colleges, and wherever else their future takes them.

WSCA will be Built on the Success of Rocklin Academy

RA already operates two very ~~successful~~ **successful** schools that serve students in kindergarten through sixth grade (the ~~Existing Schools~~). Families of students and alumni of these schools, and other families in the greater Rocklin community, strongly support the development of a small, college preparatory school to serve students in grades seven through twelve.

The existing RA schools are highly successful. The original school, RA Turnstone, has attained the highest possible State and Similar School Ranks possible (10 out of 10) and the highest Annual Performance Index score (-API") of any school in Placer County, with a score of 938 on the 2007 base report. RA students, through their outstanding academic achievement, earned the highest test scores of any public school in Rocklin on the 2002, 2003, 2004, 2005 and 2006 STAR tests. RA Turnstone is the highest performing school in El Dorado, Placer, Sutter and Yolo Counties.

Additional highlights of RA success include:

1. Implementation of the Core Knowledge Curriculum Sequence (~~the CK Sequence~~). The Sequence offers a very rich and well rounded curriculum that meets and significantly exceeds California State Standards. RA's existing schools are the only elementary public schools in Placer County to offer the CK Sequence.
2. High levels of academic success:
 - a. Consistently outstanding API scores: 2007 API of 938
 - b. High Statewide Schools rank (rank of 10 of 10 every year)
 - c. High Similar Schools rank (rank of either 10 or 9 out of 10 every year)
 - d. Recognition of academic excellence: California Business for Educational Excellence awards 2005, 2006 and 2007
 - e. Highest API ranking of any school in the sponsoring/local school district
 - f. Highest API ranking of any school in the county in 2006
3. Recognized by the Core Knowledge Foundation as an Official Core Knowledge School and Visitation Site
4. High levels of parental satisfaction. Based on the annual survey of parents, 77% of the parents rated the school excellent and an additional 18% of the parents rated the school good to excellent. Overall, 95% of parents rated the school as excellent or good.
5. 99% of the parents provided 30 or more hours of volunteer service annually
6. Exceptional faculty: dedicated/committed to helping students achieve their highest potential, knowledgeable of and committed to teaching the CK Sequence, and highly skilled in their practice
7. Fiscally strong: reliable guardianship of taxpayers' dollars
 - a. Consistently balanced budgets
 - b. Strong fiscal reserves
 - c. Clean annual financial audits, documenting full compliance with all state requirements
8. Awarded dissemination grant in 2005/6: recognition of leadership qualities and California Department of Education's support of the dissemination of our high quality Core Knowledge educational approach
9. Awarded six-year WASC Accreditation (May 2008)

RA will provide a strong base for the efficient and successful development of WSCA. The Existing Schools teach the nationally-recognized and research-proven Core Knowledge curriculum, which provides deep and systematic learning in language arts, history, geography, mathematics, science, and the fine arts. The outstanding RA teachers compliment Core Knowledge with instruction from Open Court Phonics, Saxon Math, and Junior Great Books. Additionally, beginning in kindergarten, students receive second language instruction in Spanish.

RA is fiscally sound, operating within a conservative budget and has received exemplary annual audit reports. See Appendix 3 for RA's most recent Annual Report and Appendix 4 for RA's three most recent audit reports.

RA has demonstrated consistent, ongoing commitment to offering the full CK Sequence, which addresses kindergarten through eighth grade, at both of the Existing Schools. For more than six years RA has attempted to provide a contiguous K-8 educational program, beginning when RA Turnstone, the original school, started serving students in 2001. Unfortunately, multi-year extensive efforts to secure a contiguous K-8 facility through RUSD under Proposition 39 have been, and continue to be, unsuccessful.

Faced with RUSD's ongoing opposition to RA's operation of a school offering contiguous kindergarten through eighth grade, the RA Board of Directors undertook serious consideration of serving kindergarten through sixth grade at the existing schools and creating a separate contiguous school to serve students in grades seven through twelve. Planning activities to create a school that serves students in grades seven through twelve have been occurring for more than three years. The Strategic Plan of RA, adopted by the Board in May of 2004 and updated in 2006, identified serving students in kindergarten through eighth grades, or alternatively separate schools, one serving students in kindergarten through sixth grade and one serving students in seventh through twelfth grades, as a major priority. (See Appendix 5 for the RA Strategic Plan.) Since adoption of the Strategic Plan, the Board of Directors and staff have been working toward these goals.

SECTION II - FOUNDING GROUP

The Rocklin Academy (~~RA~~), a California nonprofit public benefit corporation, incorporated in 2000, was formed by experienced educators and dedicated parents. RA currently operates two high-quality elementary schools of choice serving the greater Rocklin area of Southern Placer County in California. The initial school (~~RA Turnstone~~) has been continuously operating since 2001 and students were first served at the second school site (~~RA Meyers~~) in August 2007. RA is now undertaking the creation of a third school, the Western Sierra Collegiate Academy (~~WSCA~~), in order to provide an additional public school educational choice for students in grades seven through twelve. The proposed school is using as the foundation of its educational program the highly successful Pacific Collegiate School (~~PCS~~) which is located in Santa Cruz, California. PCS is currently the highest performing open-enrollment high school in California and a California Distinguished School.

The RA Board of Directors is the Founding Group for WSCA

WSCA will be operated by RA, a California nonprofit public benefit corporation, with 501(c)(3) status granted by the Internal Revenue Service. RA is operated under the direction of a Board of Directors (the ~~Board~~). This Board is the founding group for WSCA. WSCA will be operated by the Board pursuant to the adopted Bylaws, as subsequently amended from time to time (the ~~Bylaws~~), which shall be consistent with this Charter. See Appendix 6 for the RA Articles of Incorporation and Appendix 7 for the Bylaws. Both the Articles of Incorporation and the Bylaws are incorporated herein and considered as part of the Charter.

Board of Directors

The Board has a strong record of leadership, stability, and fiscal responsibility. The outstanding academic success at the existing two school sites, strong and stable management, six successive years of unqualified audits, and healthy fiscal reserves are reflective of the leadership that will also guide the implementation and operation of WSCA.

The current RA Board consists of seven voting members, Six of the members are parents of students attending our schools, and seventh is a parent of a former student. Each board member brings significant experience and a strong commitment to RA. The bylaws allow for up to nine voting members of the Board. Parents have a key role in the governance of all RA schools through their service as members of the Board. This will also be true for parents of students attending WSCA.

The seven members of the Board are:

- Wendy Boyd, Chairperson (Founding Board Member, Dental Hygienist, and parent of an RA alumnus)
- Rick Miller (Education Consultant)
- Stephen Siler (Health Industry Statistician, Parent of RA student(s))
- Margaret Broussard (Attorney)
- Doug Johnson (Public Sector Personnel Consultant)
- Jarrett Black (High School Language Arts Teacher)
- Melissa Garrido (Teacher)

Three board members are founding members, serving since the opening of RA Turnstone in 2001. Five members are parents of current or former RA students. Each board member brings significant experience and a strong commitment to RA. As outlined in the Bylaws, members of the Board serve one year renewable terms. See Appendix 7 for the Bylaws.

The Bylaws permit at least one representative of the Board of Education of RUSD (the ~~Board of Trustees~~), as chartering entity for the Existing Schools, and at least one representative of the SBE, as chartering entity for WSCA, to serve on the Board. To date neither RUSD nor SBE ~~date RUSD has not~~ appointed a member to serve

on the Board. If RUSD or SBE makes such an appointment, the representative(s) will sit on the Board as an ex-officio member who facilitates communications and mutual understanding between RA, the school(s), and the chartering entities.³

³ RUSD and SBE respectively have a right to appoint a voting or non-voting representative. Per current Corporations Code restrictions, a non-voting representative will serve as a representative to the Board, but may not be a member of the Board.

Charter Planning Team

The Board has been assisted by formal and informal planning teams. The volunteer WSCA Planning Team (the -Planning Team”), a committee formally created by the Board, consists of highly motivated parents and educators with expertise in curriculum, instruction, assessment, finance, facilities, business management, organization, governance, and administration. The Planning Team members include:

Name	Background
Baljit Atwal, Ph.D.	Clinical Psychologist with an active forensic and clinical practice. Strong interest in assessments of learning disabilities, intelligence, treatment needs and other psychological issues. Parent of RA student(s).
Mariann Bjorkman	Second grade teacher for RA. Masters in Business Administration. Parent of RA student(s).
Wendy Boyd	RA Board Chairperson. Dental Hygienist. Parent of RA alumnus.
Mark Dandeneau	Chief Operating Officer Triad Family Services, serving foster youth statewide. Parent of RA student(s).
Diana Higashi	Adjunct Instructor at Sierra College and Los Rios Community College. Parent of RA student(s).
Alison Hirsch	Real estate agent. Parent of RA student(s).
Barbara Jones	Registered nurse. Served on Parent Advisory Council, Strategic Planning Committee, and classroom Art Docent. Assisted in the development of the Music Docent and Spanish Docent programs. Parent of RA student(s).
David Patterson, Ed.D.	Founder and Executive Director of RA. Former Director of Governmental Relations for the California Network of Educational Charters (CANEC), and former charter schools expert for the California Department of Education. Former elected member of local school boards. Nationally recognized expert on charter schools.
Joseph K. Scharrer, Ph.D.	President and Chairman RSR in Loomis, CA, a propulsion and power R&D firm. Parent of RA student(s).

Expert Advisors

The work of the Planning Team is assisted by expert advisors when appropriate or necessary. These advisors include educational, legal, community, and political experts and leaders, including firms and organizations that already support RA's work. A partial listing of the Advisors is included below.

Name	Expertise
James Beckwith	President, Five Star Bank
Miken Dayton	Teacher (Music expertise)
Dean Forman	Past Board President Roseville Joint Union High School District
Andrew Goldenkranz	Superintendent/Principal of Pacific Collegiate School
Gary Hartman, Ed.D	Education Consultant, Retired Superintendent, Retired High School Principal
Judi Hayes	Teacher (Developer of innovative high school education programs)
Suzie Herberholz	Adjunct professor – Computer Science
John Karas	Vice President, Space Exploration Business Development/Advanced Programs. Lockheed Martin Space Systems Company
Ronald Riebeek	Counselor, Valley High School
Jerrod Black	Teacher, English Department Chairperson, Rio Linda High School
Mary McGown	Teacher (Fine Arts expertise)
Matthew Patterson	Microsoft Engineer, Rocklin High School graduate, CalTech graduate
Robin Stout	Teacher, Vice Principal (Fine Arts expertise)
Patricia Teilh	Principal of Rocklin Academy, former private school Principal and teacher

Existing Fiscal and Managerial Expertise – RA and PCS

RA is a very capable organization: fiscally and administratively strong, and currently operating two academically successful elementary schools. The planning of WSCA has benefited from the mature administrative and fiscal systems and procedures developed and practiced by the experienced RA staff. Pacific Collegiate School (“PCS”) is a very capable organization: fiscally and administratively strong, and currently operating an academically successful school serving students in grades seven through twelve. PCS has agreed to mentor RA in the development and implementation of WSCA and to continue that relationship during the operation of both schools. Andrew Goldenkranz, Superintendent and Principal of PCS, has served as liaison between the organizations, ensuring timely and complete sharing of expertise and assistance throughout the planning process.

Under the leadership of the RA's experienced Executive Director, WSCA will operate under the management of the RA Executive Team (the “Executive Team”). The Executive Team consists of Executive Director David Patterson, Principal Patricia Teilh, and Business Manager Melissa Trittle. See Appendix 8

for a copy of the resume of each member of the Executive Team. A principal for WSCA will be hired prior to the opening of the school. This principal will serve as an additional member of the Executive Team. Additional management and faculty with appropriate seventh through twelfth grade experience will be hired as part of the WSCA start-up process. RA's strong academic record, fiscal stability and the strength of the WSCA educational model insures RA's ability to attract additional highly qualified staff.

Legal Expertise

RA will utilize the same legal expertise to assist in the development and operation of WSCA as is used for the Existing Schools: ~~Spector~~, Middleton, Young & Minney, LLP (SMYM). SMYM is California's most experienced, knowledgeable, and respected law firm working in the area of charter school law. As a leader in charter school representation since the passage of the Charter Schools Act, SMYM offers expertise in every facet of charter school creation, expansion and operation – including charter petitions and negotiations, MOUs, non-profit incorporation, board governance, facilities, student issues, policy development. More information about SMYM is available at [http://www. smymcharterlaw.com](http://www.smy charterlaw.com).

Charter School Policy and Operations Support

WSCA will benefit from the expertise of RA's existing relationships with California's two expert charter schools organizations: the California Charter Schools Association (“CCSA”) and the Charter Schools Development Center (“CSDC”).

RA is a full member of CCSA. CCSA is the membership and professional organization serving charter public schools in California.

CSDC provides experienced and expert technical assistance, training, and resources to charter school developers, operators, charter-granting agencies, and policy makers in California, nationally, and internationally. CSDC's services include information services, accountability services, development services, governing board trainings, educational program assistance, and other in-depth consulting services.

Key Programmatic Areas	Sources of Expertise
Charter School Law and Operations	<p><u>Internal:</u> David Patterson, Executive Director Melissa Tritle, Business Manager</p> <p><u>External:</u> California Charter School Association Charter School Development Center EdTec</p>
Educational Program	<p><u>Internal:</u> David Patterson, Executive Director Patricia Teilh, Principal</p> <p><u>External:</u> Andrew Goldenkranz, PCS Principal Dr. Gary Hartman, Superintendent (retired) Judy Hayes, Teacher Steven Carney, education consultant Ron Riebeek, high school counselor Charter School Development Center California Charter School Association</p>

Key Programmatic Areas	Sources of Expertise
Fiscal	<p><u>Internal:</u> David Patterson, Executive Director Melissa Tritle, Business Manager</p> <p><u>External:</u> Charter School Development Center California Charter School Association EdTec Placer County Office of Education California Association of School Business Officers</p>
Personnel	<p><u>Internal:</u> David Patterson, Executive Director Melissa Tritle, Business Manager Patricia Teilh, Principal</p> <p><u>External:</u> California Charter School Association Charter School Development Center EdTec</p>
Audit	<p><u>Internal:</u> David Patterson, Executive Director Melissa Tritle, Business Manager</p> <p><u>External:</u> Gilbert Associates Perry Smith LLC Placer County Office of Education Spector, Middleton, Young and Minney Charter School Development Center California Charter School Association</p>
Compliance	<p><u>Internal:</u> David Patterson, Executive Director Melissa Tritle, Business Manager Patricia Teilh, Principal</p> <p><u>External:</u> Spector, Middleton, Young and Minney Placer County Office of Education Charter School Development Center California Charter School Association</p>
Law	<p><u>Internal:</u> David Patterson, Executive Director Melissa Tritle, Business Manager Patricia Teilh, Principal</p> <p><u>External:</u> Spector Middleton, Young and Minney Placer County Office of Education Charter School Development Center California Charter School Association</p>
Expansion/Growth	<p><u>Internal:</u> David Patterson, Executive Director Melissa Tritle, Business Manager</p> <p><u>External:</u> Charter School Development Center California Charter School Association EdTec Dr. Gary Hartman, Superintendent (retired) Judy Hayes, Teacher Andrew Goldenkranz, PCS Principal California Association of School Business Officers</p>

Strong Foundation for the Creation of WSCA

As summarized above, the Board and administration of RA clearly have the capacity to establish and sustain WSCA as an excellent school. RA has a strong record of leadership, stability, and fiscal responsibility. It has the proven administrative capacity to manage and safeguard public funds for WSCA in the same high quality manner it has done since 2001 for the Existing Schools. RA's outstanding academic success, strong and stable management, six years of unqualified audits, and healthy reserves, are reflective of the leadership that RA brings to the creation and implementation of WSCA. The Board, Executive Team, and RA faculty, combined with WSCA Planning Team, and the external expertise supporting RA, have the skill and experience in education, management, finance and law needed for the successful development and operation of WSCA.

SECTION III – EDUCATIONAL PHILOSOPHY

“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.”
– California Education Code § 47605(b)(5)(A)

Mission Statement

WSCA seeks to provide students with a challenging and comprehensive college preparatory education in a small public school setting. In partnership with parents, we will inspire students to strive for intellectual and creative excellence, to develop a deep appreciation for the arts and different cultures, and to employ the technological tools of our modern age. Our vision is to instill a strong sense of personal and civic responsibility, the capacity to think critically, and the skills to communicate and contribute to an increasingly global community.

Educational Vision

Our mission was developed to reflect our vision of how to best remedy the deficiencies in performance by California public school students which are consistently demonstrated in the results of national and international testing.

To be an educated person in the 21st century global economy requires a strong post-secondary education. (See US Department of Labor statistics, <http://www.bls.gov/oco/oco2003.htm>) WSCA believes that most students, not just a few, are capable of obtaining a demanding, rigorous and relevant college preparatory high school education that prepares them to succeed in college. The keys to drawing the best from every student are: high expectations; student and family commitment; a rigorous curriculum; teaching excellence; and a small school community.

Students respond well to the expectations of their peers and of the adults around them. WSCA will set high expectations for all students in terms of work ethic, behavior, and educational achievement. Drawing the best from every student takes immense effort from the teachers, the parents, and the students; but the results are both necessary and obtainable.

One of the goals of WSCA is enabling students regardless of socioeconomic status to become self-motivated, competent, and lifelong learners. Regular and varied formative assessments provide frequent feedback and opportunity for improvement. Developmentally-appropriate learning skills and concepts, opportunities for in-depth exploration, community service and connections, and alignment with UC admissions criteria and with post secondary options are the core of our academic approach.

Targeted School Populations – Who Will WSCA Educate? (A Rigorous, Relevant and Attainable Education for All Students)

WSCA believes that virtually all students, not just a few, are capable of a demanding, rigorous and relevant college preparatory high school education that prepares them to succeed in college. This view is widely shared by educational and political leaders and organizations such as the Superintendent of Public Instruction O’Connell and Education Trust West. With a clear and focused mission and as a school of choice, WSCA provides a clear choice for students and their families. WSCA will not be a traditional public middle school/high school, and all of our prospective students will be urged to consider all their needs and wants in making the decision to study at WSCA. WSCA will be open to all students, including but not limited to, those students with disabilities under both the IDEIA and Section 504 of the Rehabilitation Act. Students will leave WSCA prepared for an increasingly competitive global economy, confident that their skills will ensure success in college and the work place.

WSCA’s highest priority is to prepare our students, including students traditionally underserved or underachieving (not meeting their personal potential), so that our graduates are prepared to enter and thrive at the world’s finest universities and colleges if they so choose. This will be achieved with an open enrollment process as detailed in Section X of this Charter. WSCA’s educational program is based on the educational needs of the following student profile:

- Students and families who will commit to a rigorous college preparatory educational program. Students are accepted on an equal basis, without academic entrance requirements;
- Students whose academic and personal interests benefit from a small school environment with personalized attention; and
- Students whose diversity reflects the community.

Our program identifies and builds on the strengths of our students, their parents, and their local communities.

WSCA seeks to educate students in grades seven through twelve that reflect the diversity of Rocklin and Placer County.

Student Population %

	Placer County	CA State	RUSD
Asian	4.1	8.2	4.9
Filipino	1.7	2.6	1.9
Hispanic	12.3	47.6	7.5
African American	2.2	7.8	1.2
White	72.2	30.3	71.4
ELL	6.5	24.9	3.5
Free & Reduced Lunch	16.9	50.1	11.7
Compensatory Education	51.9	8.1	3.5

An Educated Person in the 21st Century

To be an educated person in the 21st century global economy will require a strong post secondary education. **WSCA believes that virtually all students, not just a few, are capable of a demanding, rigorous and relevant college preparatory high school education that prepares them to succeed in college and life.**

The keys to drawing the best from every student are:

- High expectations;
- Student and family commitment;
- A rigorous curriculum;
- Teaching excellence; and
- A small school community.

Replication of an Outstanding Education Program

WSCA will model itself after the academically successful Pacific Collegiate School (“PCS”) which is located in Santa Cruz High School District (“SCHSD”), replicating their successful features, which include serving grades seven through twelve and a strong, academically rigorous high school curriculum. The recognition of the quality of the PCS’s educational program includes PCS is ranking as the Number 2 High School high school in the entire United States, as ranked by U.S. News and World Report for 2006-2007. PCS is a California Distinguished School and has been nominated to be a National Blue Ribbon School. PCS was also recognized in 2007 by the College Board as having the top AP World History Program in the US. PCS’s 2007 Growth API is 902, and the school has a State Rank of 10, and a Similar Schools rank of 10. These achievements are recognition of the sound educational program and valid methods utilized by PCS, which WSCA will faithfully replicate. The overall demographics and academic performance of students in the SCHSD is similar to the demographics and academic performance of students in Placer County (see charts below). Using 2007 CST scores, in the SCHSD, 40% of eighth graders and 56% of eleventh graders are below proficient in English – language arts. In eleventh grade U.S. history, 73% of students are not proficient. In the sciences, 47% of eighth grade students are not proficient, 53% of high school students are not proficient in chemistry, and 53% are not proficient in physics. In the Placer County, 39% of eighth graders and 51% of eleventh graders are below proficient in English – language arts. In eleventh grade U.S. history, 65% of students are not proficient. In the sciences, 39% of eighth grade students are not proficient, 63% of high school students are not proficient in chemistry, and 60% are not proficient in physics.

Sampling of CST Scores: SCHSD and Placer County
Percentage of Students Scoring Below Proficient (2007 CST)

	8th Grade English		US History	8th Grade Science	Chemistry	Physics
Santa Cruz HS District	40%		73%	47%	53%	53%
Placer County	39%	51%	65%	39%	63%	60%

The 2006-07 demographics of Placer County are similar to those of the SCHSD geographic area where PCS is

	American Indian	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White
Placer County	0.8%	4.1%	0.4%	1.7%	12.3%	2.2%	72.2%
Santa Cruz HS District	0.4%	3.6%	0.8%	1.1%	26.5%	2.1%	60.2%

WSCA is a Small School

A Small School Setting and Accessing Expanded Curricular Opportunities – Different than a Comprehensive High School

WSCA's school structure will be different than that of a comprehensive high school. WSCA's emphasis on college preparation for all students, a-g coursework, Advanced Placement courses, college courses, and access to the University of Cambridge International Courses and Examinations courses and examinations provides an unparalleled depth of curricular choices, including internationally accepted coursework. At the same time, differentiating it from a comprehensive high school, the small school community promotes more personal relationships between students and faculty, and both accommodates and encourages different learning rates and approaches.

Benefits of a Small School: WSCA Will Not Be a Comprehensive High School

Small schools are fundamentally different from a comprehensive high school. A comprehensive high school is, by definition, a school that seeks to offer a wide range of curriculums, courses, and programs. The literature is very clear, that offering the same courses as a small school does not mean the comprehensive high school is offering the same educational program or providing the same advantages of a small school. There is a significant and growing body of evidence documenting the educational value of small schools. Some of the many reports and research that support small schools include; Making the Case for Small Schools, Bill and Melinda Gates Foundation, New Small Learning Communities, Finding from the Literature, Northwest Regional Educational Laboratory, and High Schools on a Human Scale: How Small Schools can Transform American Education, Thomas Toch. The considerable advantages of small schools are well documented in Appendix 9, in particular please see the School Size Research: Reference List, from the Bill and Melinda Gates Foundation. (See Appendix 9 for research on the benefits of small schools.) As detailed in the studies, students perform better academically, and students have a strong sense of community. The increased accountability and potential for individualized attention that comes with a small school size also gives students a strong academic and social advantage. Students have a greatly reduced possibility of being neglected or overlooked as teachers will know each of their needs in a more personal way.

Small Schools

Maintaining a small learning community will be one of the defining elements of WSCA. As a reflection of our educational philosophy WSCA is committed to being a small school. When WSCA reaches its full size, expected enrollment per grade level will be approximately 90 to 100 students, with a total school size of between 550 and 600 students in grades ~~seventh-sixth~~ through twelfth. This will be achieved with an open enrollment policy as detailed in Section X of this Charter.

We recognize that one reality of a small school is that the number of courses offered is limited by fiscal and other concerns. The experience of other small schools has demonstrated that this is not a major impediment. The greater educational marketplace contains many additional opportunities for students to be instructed in specific subjects and skills that will not be taught in our small school environment. To supplement the core curricular offerings at WSCA, we will actively encourage concurrent enrollment at Sierra College, in Sacramento State University's Accelerated College Entrance Program (ACE), and at other postsecondary institutions. (See Appendix 10 for information regarding concurrent enrollment at Sierra College and Sacramento State University.) Focus projects and independent study are additional options available to a student who wants to pursue in depth study of a body of information under the sponsorship of a WSCA teacher and/or an outside sponsor with prior agreement by WSCA administration. Additional details on the educational options available are detailed in a later part of this Section of the Charter.

Research Backed Benefits of Grades Seven through Twelve on One Campus

Offering grades ~~seven-sixth~~ through twelve on a contiguous site is also a critically important part of our educational structure. This allows us to offer significant academic and social-emotional advantages to our students, while remaining administratively and fiscally efficient. Younger students will have an opportunity to have their own community within the school, but they will also be part of a close community of students which extend through grade twelve. ~~Sixth, Seventh-seventh~~ and eighth grade students who are academically ready will have the opportunity to take higher level classes. Enrolling students in ~~sixth seventh~~ grade is also critically important for students who have academic deficiencies, so these potential deficiencies can be identified earlier, allowing appropriate remediation to occur. (Support for academically under-achieving is discussed in the section "At Risk Students: Plan for Students who are Academically Low Achieving".) This ensures these students are on track to complete the coursework needed for admission to UC and selective private colleges.

Increased academic achievement using a ~~sixth seventh~~ through twelve grade school configuration has been researched and proven beneficial by means of increased retention, flexibility, leadership, parental involvement, and stability.

- *Increased retention:* Researcher Alspaugh found loss of academic knowledge from students when they transitioned from middle school to high school, and another research study revealed that dropout rates were higher among students who attended separate schools during the seventh through twelfth grade years. (See Appendix 11: The Interaction Effect of Transition Grade to High School with Gender and Grade Level upon Dropout Rates).
- *Flexibility:* ~~67~~-12 grade schools provide flexibility for accelerated students that split schools do not; high-achieving middle school students that otherwise would not be able to commute to high school would have the option to enroll in advanced coursework at the 9-12 grade level.
- *Leadership:* Schools with multiple grade levels have the advantage of optional cross-age activities to provide leadership opportunities for the older students as well as tutoring for the younger ones. (See Appendix 12: Grade Configuration: Who Goes Where?).
- *Parental involvement:* Parents tend to give more time to schools that have the larger academic grade span than in their typical two school counterparts. Parent involvement significantly increases the academic success of a school's students. (See Appendix 12: Grade Configuration: Who Goes Where?).
- *Stability:* Having the ~~sixth seventh~~ through twelfth grades on one school location provides continuity and stability which allow the students to focus more intensely on academics rather than social or safety concerns. (See Appendix 12: Grade Configuration: Who Goes Where?).

Educational Program Overview

This section of the petition provides an overview of the Educational Program that will be provided by WSCA. The Educational Program Overview, combined with Section IV: MEASURABLE STUDENT OUTCOMES AND USES OF DATA, provides a clear and comprehensive picture of the total educational program that WSCA will provide.

Curriculum has been defined in many ways. For the purpose of the charter petition, we are using the definition of curriculum as a body of knowledge – content and/or subjects. Education, in this sense, is the process by which this subject knowledge is transmitted or delivered to students by the most effective methods that can be devised (Blenkin et al 1992, *Change and the Curriculum*). More than just an amassing of facts, mastering this knowledge requires the mastery of other skills, especially higher order thinking skills. Complimenting this section is an extensive section on Instructional Methods, which detail the range of methods that will be used by WSCA to ensure students learn the curriculum.

A Strong Foundation: Modeling WSCA's Course Offerings on the Successful PCS Program

WSCA intends to offer instruction at a single, contiguous campus. WSCA will offer instruction of at least 175 days. It will also offer at least 54,000 annual instructional minutes in grades seven and eight, and at least 64,800 annual instructional minutes in grades nine through twelve, as required by the Education Code. The calendar is expected to be similar to that used the Existing RA schools, which is based on the existing calendar adopted by RUSD. See Appendix 13 for a copy of the 2008-0909 year calendar for the Existing Schools.

Using [Rocklin Academy's sixth grade and](#) PCS's 7-12 course offerings as the foundation for WSCA course offerings will allow WSCA to immediately offer a proven and highly successful curriculum, which meets and exceeds California State Standards. It will also improve the transferability of students' course credits to other high schools. It will also expedite the process of obtaining UC and CSU approval of WSCA's courses, assuring students' eligibility for UC and CSU admission, and admission at many other colleges and universities that accept UC standards. The addition of CIE courses and examinations (Cambridge International Exams) will add internationally scored examinations and internationally recognized coursework comparable to International Baccalaureate (IB), further enhancing students opportunities to earn college credit and gain admission to selective public and private universities and colleges. Parents will be informed on an ongoing basis of the transferability of coursework to other schools and a course's a-g eligibility status through the course catalog and the WSCA website.

The curriculum and graduation requirements of WSCA will be continually reviewed and improved. Faculty and administration will be responsible for improvements to the curriculum, course offerings, and graduation requirements. Input and assistance will come from the California Department of Education (e.g., curriculum frameworks) as well as education organizations (e.g., ASCD, UC etc.), and through a review of ongoing research. The Board will also provide oversight, and parents and students will provide input as well (e.g., parent and student surveys, informal discussions). The Board reserves the right to modify, amend, and improve WSCA's curriculum, course offerings, and graduation requirements necessary to achieve the mission and goals of the Charter.

WSCA's curriculum will be organized by department.

- The English curriculum will prepare students, beginning in the [sixteenth](#) grade, for successful completion of the AP English Language and English Literature courses they will take in the eleventh and twelfth grades respectively, or equivalent CIE examinations. This curriculum builds on the K-6 Core Knowledge curriculum used at the existing schools.
- The math curriculum will prepare students for AP calculus AB and BC or equivalent CIE examination by the twelfth grade, if they enter in seventh grade ready for pre-algebra or algebra. Many students will learn calculus in eleventh grade, some in tenth. This curriculum builds on the rigorous Saxon Math K-6 curriculum already in use at the existing schools.

- The science curriculum will prepare students for AP courses and will integrate with prerequisite mathematics. The seventh and eighth grade science courses are organized thematically. By design, the themes retain interest in science by addressing common, yet scientifically rich topics at an introductory qualitative level. The courses introduce concepts that will be augmented later in ninth through twelfth grades, draw upon resources near to WSCA, and apply arithmetic and algebra to simple natural phenomena. The high school level biology, chemistry, and physics curricula follow the recommendations of UC and CSU for academic preparation of entering students in the natural sciences, and the most current California State Standards. This curriculum builds on the K-6 Core Knowledge curriculum already in the use at the existing schools.
- The history curriculum will be grounded in a chronological study of worldwide human activities from ancient times to the present. Coursework in grades seven through eleven will survey major movements and events, utilizing a general text combined with in-depth studies of selected problems or areas of interest, including additional readings. This curriculum builds on the K-6 core Knowledge curriculum used at the existing schools.
- The study of foreign languages at WSCA will give students exposure to cultures other than their own, facilitating the development of a global perspective. Students will be at a level of proficiency as required by University of California's a-g requirements in at least one foreign language upon graduation. Planned language offerings are Spanish, Latin, and Mandarin. We will base the Fine Arts program upon the concept that fine arts are an essential component of a complete education and a requirement for cultural literacy.

An Exceptionally Strong Foundation: Courses Offering Adopted From Those Offered by PCS That Meet or Exceed State Standards AND Meet Requirements for CSU and UC Entrance

Curriculum and Content

WSCA begins with the significant advantage of a fully developed set of courses that are rich in content and are rigorous. California state standards represent the minimal level of academic achievement expected. These courses are designed to meet and/or exceed state standards. The courses also meet California State University and University of California requirements to establish eligibility for admission. Equally important these courses prepare students for college level work, or in many cases (e.g., AP courses) provide coursework at the college level. In addition to the course syllabuses, PCS is providing WSCA with access to supplemental course materials, assessments and other support material.

Curriculum is defined in many ways. For the purpose of this section of the charter petition, we are using the definition of curriculum as a sequenced body of knowledge-content and/or subjects. Education in this sense is the process by which this subject knowledge is transmitted or "delivered" to students by the most effective methods that can be devised (Blenkin et al 1992, *Change and the Curriculum*). More than just an amassing of facts, mastering this knowledge requires the mastery of many skills and abilities, (as included in the California Content Standards). For example literary response and analysis in Language Arts are skills developed through the study of literature. This includes developing an understanding of ambiguities and subtleties, and recognizing and understanding symbolism.

Complementing this section is an extensive section on Instructional Methods, which detail the range of methods that will be used by WSCA to ensure students learn the curriculum. The other sections of the petition discuss the other aspects of the educational program, this includes teaching strategies,

instructional methods, and learning activities. It also includes assessment strategies, including formative and summative in the PLC and Assessment section.

The course of study at WSCA focuses on the traditional curriculum areas of mathematics, English, science, and history as well as additional emphasis on foreign languages and fine arts. The entire program is specifically designed to prepare students entering competitive colleges and universities worldwide.

For purposes of teacher qualifications under No Child Left Behind (“NCLB”), WSCA’s definition of core and college preparatory subjects will be consistent with federal law, while acknowledging the flexibility provided charter schools for non-core, non-college preparatory classes. NCLB defines “core academic subjects” as English, reading or language arts, mathematics, science, civics and government, economics, arts, foreign languages, history, and geography.

Highlights of WSCA’s Academic Program:

- High academic standards.
- Ensure that each student graduates with the foundation of coherent, relevant knowledge required for lifelong cultural maturity.
- Open to all students who are willing to be prepared to attend and succeed at any University of California or similar high quality private or public university.
- Initial evaluation of each student upon entering WSCA, to assess academic strengths and deficiencies and provide appropriate support services/opportunities.
- Concentration on quality instruction in the core academic areas of language arts, mathematics, science and history so that all students are prepared to take and pass Advanced Placement exams in these subject areas by the eleventh and twelfth grades. In addition, WSCA will also offer students the opportunity to take University of Cambridge International Courses and Examinations (“IGSCE”).
- Promote the use of technology to support learning.
- Promote a global/international perspective in its academic and arts curriculum and emphasize second language learning to the level of proficiency in at least one foreign language.
- Prepare students for dynamic engagement in the fine arts.
- Provide a curriculum that is sequential and carefully articulated to provide a clear path to college.
- WSCA teachers will demonstrate mastery of and enthusiasm for their subject matter as well as the ability to communicate it effectively to students.
- WSCA regards parental involvement as integral and essential to its success.

Course Offerings Adopted From Those Offered By PCS Meet or Exceed State Standards AND Meet Requirements for CSU and UC Entrance

WSCA begins with the significant advantage of a fully developed set of courses that are rich in content and embody high academic standards. California state standards represent a base level of academic achievement, these courses are designed to meet and/or exceed state standards. The courses also meet California State University and University of California requirements to establish eligibility for admission. An example of how this course work meets state standards is illustrated in Appendix 33. Appendix 33 details the material covered in the course, including references to the appropriate state standards. Equally important these courses prepare students for college level work, or in many cases (e.g., AP courses) provide coursework at the college level. In addition to the course syllabuses, PCS is providing WSCA with access to supplemental course materials, assessments and other support material.

Instructional Materials

WSCA will use textbooks and related instructional material that effectively supports the course objectives and state and Core Knowledge (7-8 grades) standards. In selecting instructional materials WSCA will review the degree to which instructional materials meet (and/or exceed) state standards. WSCA will be guided in this work by the state content standards, curriculum frameworks and Standards Maps. The table below is a tentative listing of textbooks for WSCA, developed from the textbooks currently being used successfully by PCS. WSCA will continue to review this listing and will adopt newer or better textbooks as appropriate.

WSCA Textbook Selections

	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
ENGLISH		<u>Tom Sawyer</u> <u>The Call of the Wild</u> <u>Farewell to Manzanar</u> <u>Of Mice and Men</u> <u>To Kill A Mockingbird</u> <u>House on Mango Street</u> <u>Romeo and Juliet</u>	<u>Goddess of Yesterday</u> <u>The Thief</u> <u>Mythology</u> <u>Odyssey</u> <u>The Epic of Gilgamesh</u> <u>Oedipus Rex</u> <u>Fast Food Nation</u> <u>Antony and Cleopatra</u>	<u>Beowulf</u> <u>The Arabian nights</u> <u>Haroun and the Sea of Stories</u> <u>Grendel</u> <u>Sir Gawain and the Green Knight</u> <u>Arthurian Romances</u> <u>Canterbury Tales</u> <u>The Merchant of Venice</u>	<u>Things Fall Apart</u> <u>Master Harold and the Boys</u> <u>The God of Small Things</u> <u>Things The Sound of Waves</u> <u>Anna Karenina</u> <u>A Tales of Two Cities</u> <u>Frankenstein</u> <u>Dr. Jekyll and Mr. Hyde</u> <u>Les Miserables</u> <u>Candide</u> <u>Macbeth</u>	<u>Animal Farm</u> <u>The Final Solution</u> <u>A Christmas Carol</u> <u>Narrative of the Life of Frederick Douglas</u> <u>The Great Gatsby</u> <u>The Old Man and the Sea</u> <u>Holy Bible (King James version)</u> <u>The Craving of Lot</u> <u>49</u> <u>The Harvest</u> <u>Gypsies</u> <u>The Adventures of Huckleberry Finn</u> <u>Candide</u> <u>Ethan Frome</u> <u>Othello</u>	<u>The Norton Anthology of Poetry</u> <u>The Horned Man</u> <u>Pride and Prejudice</u> <u>David Copperfield</u> <u>Daisy Miller</u> <u>Rules for the Dance</u> <u>The Sonnets</u> <u>Hamlet</u> <u>Doctor Faustus</u>
MATH		<u>Pre-Algebra</u> McDougal Little	<u>Algebra I</u> McDougal Little	<u>Algebra II</u> McDougal Little	<u>Geometry</u> McDougal Little	<u>Pre-Calculus</u> Houghton Mifflin	<u>Stats: Modeling the World</u> Bock
SOCIAL STUDIES		<u>The Story of America</u> John Arthur Garraty	<u>World History</u> Jackson J. Spielvogel <u>The Human Record</u> Alfred J. Andrea	<u>World History to 1800</u> Jackson J. Spielvogel <u>The Human Record</u> Alfred J. Andrea	<u>The Earth and Its Peoples</u> Bulliet <u>Guns, Germs and Steel</u> Jared Diamond	<u>The American People</u> Gary B. Nash et. Al.	<u>American Government: Institutions and Policies</u> Wilson <u>American Government Readings and Cases</u> Wolf
SCIENCE		<u>Focus on Life Science</u> Prentice-Hall	<u>Focus on Physical Science</u> Prentice-Hall	<u>Conceptual Physics</u> Hewitt	<u>World of Chemistry</u> Zumdahl	<u>Biology</u> Campbell	<u>Physics: Principles With Applications</u> Giancoli
FOREIGN LANGUAGE		Latin I- <u>Ecce Romani</u> I-A Spanish I En Espanol Mandarin - TBD	Latin II <u>Ecce Romani</u> II-B Spanish II- <u>Spanish for Mastery 3</u> <u>Situaciones</u> Mandarin – TBD	Latin III – Various selections from internet and libraries Spanish III <u>En Espanol Dos!</u> Mandarin TBD	AP Latin – Various literature AP Spanish – <u>Preparing for the Language Exam</u> Mandarin - TBD	Elective	Elective

The A-G Curriculum: A Rigorous Curriculum for All

Planned Course Offerings – Grades Seven Through Twelve

Six year Course Sequence

Listed below is an overview of the typical courses a student will take during the six years as student at WSCA. The table outlines the expected ~~seven~~six year course sequence in an easy to understand format. ~~The table includes a breakout by subject, applicable graduation requirements and course title.~~ This sequence is derived from the sequence at PCS.

Subject	Graduation Requirements (High School) Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ENGLISH	4-years, taken-grades 9-12 English 6	English 7*	English 8*	English 9*	English 10*	AP English Language	AP English Literature
HISTORY	3-years, taken-grades 9-12 Social Studies	History 7*	History 8*	History 9*	AP World History*	AP US History*	Elective
SCIENCE	Science 6, 3-years Lab Science, taken-grades 9-12, (including one-year each of Physics, Chemistry & Biology)	Science 7	Science 8*	Conceptual Physics*	Chemistry*	AP Biology*	Elective
MATH	3-years of Math (including one-year each of Alg.-I, Alg.-II, Geometry) Sixth Grade Math	Pre-Algebra	Algebra I*	Algebra II*	Geometry*	Pre-Calculus	Elective
ARTS	3-years of any art, taken grades 9-12 Elective*	Elective*	Elective*	Arts*	Arts*	Arts*	Elective
FOREIGN LANGUAGE	3-years of the same language, taken in any grade Elective*	Foreign Language Level I*	Foreign Language Level II*	Foreign Language Level III*	Elective	Elective	Elective

*Required Courses

Electives are any college preparatory coursework beyond graduation requirements. Three years of electives are required in grades 9-12. 24-20 units required in grades 9-12 for graduation.

COURSE OFFERINGS (Course List subject to change)

English	Theater Arts	Visual Arts	Mathematics
English 7, American Literature	7 th Grade Performing Arts	Art 1,2,3	Pre-Algebra
English 8, Ancient World Literature	Drama I Beginning	AP Studio Arts	Algebra I
English 9, Medieval World Literature	Drama II – Intermediate	AP Art History	Algebra II
English 10, Modern World Literature	Drama III – Advanced Studio Art	Geometry	Trigonometry & Pre-Calculus
AP English Language, 11 th Grade	Dance	Graphic Design I	AP Statistics
AP English Literature, 12 th Grade	Video Production	Computer Art	AP Calculus
Rhetoric and Oratory			
Study Skills			
History	Science	Music	Special Programs for Course Credit
History 7 US History	Science 7, Life Science	Music I – Beginning Instrumental	Focus Project
History 8, Ancient World History	Science 8, Physical Science	Music II – Advanced Instrumental	Independent
History 9, Medieval World History	Conceptual Physics	Music III – Performance/Symphonic	Student Government
AP World History	Chemistry	Music III – Performance Jazz	Teaching Assistant
AP US History	AP Biology	AP Music Theory	Literary Magazine
UP US Government/Comparative Politics	AP Physics	Chorus	Journalism
	AP Chemistry	Advanced Chorus	
	AP Environmental Science		
Languages			
Latin I, II, III, AP			
Spanish I, II, III, AP			
Mandarin I, II, III, AP			

Course Guide for an Educational Program that Meets and Exceeds State Standards

As indicated throughout the charter document, PCS is the foundation for WSCA. WSCA is using the PCS course offerings as the foundation for its course offerings. The use of PCS's course syllabi, listing of textbooks, supplemental materials, and assessment resources provide an outstanding foundation for WSCA Curriculum. The PCS courses meet a broad range of requirements as appropriate, with lower level classes meeting state standards, meeting the requirements of the University of California for a-g classes, and their AP classes meet the requirements of the College Board for AP. The use of these resources from PCS will ensure WSCA's curriculum, and the specific courses it offers will also meet, meets and exceeds state standards, meet a-g requirements, and meet AP standards. Equally important this course sequence/ curriculum also prepares students for entry and success in college.

Enclosed as Appendix 39 is the Draft WSCA Collegiate Course Guide. It shows the range of courses WSCA expects to offer. The Course Guide provides a description of courses, course objectives and course materials such as textbooks and supplemental readings. Also included in this section is a listing of textbooks used by PCS. WSCA will use these textbooks (and related instructional materials and resources from PCS) as the foundation for its courses.

Sample Course Offering – Grade Nine

To illustrate the completeness and quality of the courses WSCA will offer, and the collaboration WSCA is receiving from PCS, the course syllabus for Readings in Modern History is included as Appendix 33. Included above in the ~~seven~~ year course sequence is the listing of course offerings that WSCA is planning for ninth grade. These courses are engaging and rigorous. These courses also meet state standards.

Copies of the full draft course descriptions for each of the courses are included in Appendix 39.

Student Handbook

Consistent with our replication of the educational program at PCS, WSCA will adopt and adapt the PCS Student Handbook for its own use. See Appendix 14 for the PCS Student Handbook.

Sixth, Seventh and Eighth Grade Curriculum

The curriculum in grades ~~sixth~~, seven and eight will follow state standards and the Core Knowledge Curriculum Sequence (“GK Sequence”). The CK Sequence is a nationally acclaimed, research proven curriculum sequence that meets and often exceeds California state standards. WSCA, working in conjunction with the faculty of Rocklin Academy and the Core Knowledge Foundation have a comprehensive alignment of the California State Standards and Core Knowledge standards. This alignment will drive instruction at the ~~6th~~, 7th and 8th grade levels. Included below are three excerpts from this alignment, the first two are 7th grade language arts, the third excerpt is from 8th grade science; California Standard Motion.

Word Analysis, Fluency, and Systematic Vocabulary Development and Written and Oral English Language Conventions.

California State Standards	Core Knowledge Standards		
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development <i>Vocabulary and Concept Development:</i></p> <p>1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.</p> <p>1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.</p>	<p>E. Latin/Greek Word ab [L] ad [L] amo [L] audio [L] auto [G] bene [L] circum [L] celer [L] chronos [G] cresco [L] cum [L] curro [L] demos [G] erro [L] ex [L] extra [L] facio [L] fero [L] fragilis [L] finis [L] homos [G] hyper [G] hypo [G] jacio [L] judex [L] juro [L] makros [G] malus [L] manus [L] morphe [G] neos [G] pan [G] pedis [L] polis [G] pro [L] pseudos [G] re [L] scribo [L] sentio [L] sequor [L] solvo [L] specto [L] strictus [L] sub [L] super [L] syn [G] tendo [L] teneo [L] trans [L] valeo [L] venio [L] voco [L] volvo [L] zoon, zoe [G]</p>	<p>Vocabulary Meaning away from to, forward love hear self good/well around swift time grow with run people wander, stray from, out of outside make bring, bear breakable end same over, beyond under, beneath throw a judge swear long bad hand form new all foot city before, for a lie back, again write feel follow loosen look at drawn, tight under above together stretch hold, keep across be strong come call revolve animal, life</p>	<p>Examples abnormal, absent advocate, advance amiable, amorous audience, inaudible automobile, autocrat beneficial, benefit circulate, circumference accelerate chronological increase, decrease compose, accommodate current, cursive, course democracy, epidemic error, erratic exclaim, exhaust extravagant, extraordinary effect, affect confer, defer fragile, fragment confine, finality homogenous hypertension, hypodermic, s eject, interject judge, prejudice jury, perjury macrocosm malady, malice manufacture, metamorphosis, neophyte panorama, panacea pedal, biped metropolis proceed, propose, pseudonym react, reply, revise scribble, inscribe sensation, sensual, subsequent, sequel solution, dissolve, inspect, speculate, strict, constricted subdue, subject, superficial, superlative, synchronize, synthesis tension, intense contain, content, transfer, transcontinental prevail, valiant event, advent vocal, voice, vociferous evolve, revolution zoology, protozo</p>

California State Standards	Core Knowledge Standards
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development <i>Vocabulary and Concept Development:</i> 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry</p>	<p>II. POETRY A. Poems Annabel Lee (Edgar Allan Poe) Because I could not stop for Death (Emily Dickinson) The Charge of the Light Brigade (Alfred Lord Tennyson) The Chimney Sweeper (both versions from <i>The Songs of Innocence</i> and <i>The Songs of Experience</i>; William Blake) The Cremation of Sam McGee (Robert Service) Dulce et Decorum Est (Wilfred Owen) Fire and Ice; Nothing Gold Can Stay (Robert Frost) Heritage (Countee Cullen) Macavity: The Mystery Cat (T.S. Eliot) The Negro Speaks of Rivers; Harlem; Life is Fine (Langston Hughes) This Is Just to Say; The Red Wheelbarrow (William Carlos Williams)</p> <p>B. Elements of Poetry</p> <ul style="list-style-type: none"> • Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration • Stanzas and refrains • Forms <ul style="list-style-type: none"> ballad sonnet lyric narrative limerick haiku • Types of rhyme: end, internal, slant, eye

California State Standards	Core Knowledge Standards
<p>1.0 Written and Oral English Language Conventions</p> <p><i>Sentence Structure:</i></p> <p>1.1 Place modifiers properly and use the active voice.</p> <p><i>Grammar:</i></p> <p>1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p>1.3 Identify all parts of speech and types and structure of sentences.</p> <p>1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p>	<p>C. Grammar</p> <p>Parts of the Sentence</p> <ul style="list-style-type: none"> • Prepositional phrases <ul style="list-style-type: none"> Identify as adjectival or adverbial Identify word(s) modified by the prepositional phrase Object of preposition (note that pronouns are in objective case) Punctuation of prepositional phrases • Subject and verb <ul style="list-style-type: none"> Find complete subject and complete predicate Identify simple subject and simple verb (after eliminating prepositional phrases): <ul style="list-style-type: none"> in statements in questions in commands (you understood) with there and here Auxiliary verbs Noun of direct address Subject-verb agreement: <ul style="list-style-type: none"> with compound subjects with compound subjects joined by or with indefinite pronouns (for example, everyone, anyone, some, all) • Complements <ul style="list-style-type: none"> Find direct and indirect objects Review linking vs. action verbs Predicate nominative Predicate adjective • Appositives <ul style="list-style-type: none"> Identify and tell which noun is renamed Use of commas with appositive phrases • Participles <ul style="list-style-type: none"> Identify past, present participles Identify participial phrases Find the noun modified Commas with participial phrases • Gerunds and gerund phrases <ul style="list-style-type: none"> Identify and tell its use in the sentence (subject, direct object, indirect object, appositive, predicate nominative, object of preposition) • Infinitives and infinitive phrases <ul style="list-style-type: none"> Adjective and adverb: find the word it modifies Noun: tell its use in the sentence <p>Clauses</p> <ul style="list-style-type: none"> • Review: sentences classified by structure <ul style="list-style-type: none"> Simple; compound (coordinating conjunctions v. conjunctive adverbs); complex; compound-complex • Review independent (main) v. dependent (subordinate) clauses • Kinds of dependent clauses <ul style="list-style-type: none"> Adjective clauses <ul style="list-style-type: none"> Identify and tell noun modified Introductory words: relative pronouns, relative adverbs (where, when) Implied "that" Commas with nonrestrictive (nonessential) adjective clause Adverb clauses <ul style="list-style-type: none"> Identify and tell the word(s) modified Subordinating conjunctions (for example, because, although, when, since, before, after, as soon as, where) Comma after introductory adverbial clause Noun clauses <ul style="list-style-type: none"> Identify and tell use in the sentence (subject, predicate nominative, direct object, indirect object, object of preposition, appositive, objective complement, noun of direct address)

California State Standards	Core Knowledge Standards																																																			
<p>1.0 Written and Oral English Language Conventions</p> <p><i>Spelling:</i></p> <p>1.7 Spell derivatives correctly by applying the spellings of bases and affixes.</p>	<p>D. Spelling</p> <ul style="list-style-type: none"> Continue work with spelling, with special attention to commonly misspelled words, including: <table border="0"> <tr> <td>achievement</td> <td>despise</td> <td>muscular</td> <td>scholar</td> </tr> <tr> <td>address</td> <td>doesn't</td> <td>occasionally</td> <td>shepherd</td> </tr> <tr> <td>analysis</td> <td>environment</td> <td>offense</td> <td>sincerely</td> </tr> <tr> <td>anonymous</td> <td>excellent</td> <td>particularly</td> <td>sponsor</td> </tr> <tr> <td>argument</td> <td>existence</td> <td>persuade</td> <td>succeed</td> </tr> <tr> <td>beginning</td> <td>grammar</td> <td>politician</td> <td>surprise</td> </tr> <tr> <td>business</td> <td>hypocrisy</td> <td>prejudice</td> <td>tendency</td> </tr> <tr> <td>college</td> <td>immediately</td> <td>probably</td> <td>thorough</td> </tr> <tr> <td>conscience</td> <td>interpret</td> <td>recognize</td> <td>truly</td> </tr> <tr> <td>control</td> <td>knowledge</td> <td>remembrance</td> <td>women</td> </tr> <tr> <td>criticism</td> <td>lieutenant</td> <td>responsibility</td> <td>written</td> </tr> <tr> <td>definite</td> <td>medieval</td> <td>rhyme</td> <td></td> </tr> </table>				achievement	despise	muscular	scholar	address	doesn't	occasionally	shepherd	analysis	environment	offense	sincerely	anonymous	excellent	particularly	sponsor	argument	existence	persuade	succeed	beginning	grammar	politician	surprise	business	hypocrisy	prejudice	tendency	college	immediately	probably	thorough	conscience	interpret	recognize	truly	control	knowledge	remembrance	women	criticism	lieutenant	responsibility	written	definite	medieval	rhyme	
achievement	despise	muscular	scholar																																																	
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analysis	environment	offense	sincerely																																																	
anonymous	excellent	particularly	sponsor																																																	
argument	existence	persuade	succeed																																																	
beginning	grammar	politician	surprise																																																	
business	hypocrisy	prejudice	tendency																																																	
college	immediately	probably	thorough																																																	
conscience	interpret	recognize	truly																																																	
control	knowledge	remembrance	women																																																	
criticism	lieutenant	responsibility	written																																																	
definite	medieval	rhyme																																																		

8th grade science: California Standard Motion.

California State Standards	Core Knowledge Standards
<p>Motion</p> <p>1. The velocity of an object is the rate of change of its position. As a basis for understanding this concept:</p> <ol style="list-style-type: none"> <i>Students know</i> position is defined in relation to some choice of a standard reference point and a set of reference directions. <i>Students know</i> that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary. <i>Students know</i> how to solve problems involving distance, time, and average speed. <i>Students know</i> the velocity of an object must be described by specifying both the direction and the speed of the object. <i>Students know</i> changes in velocity may be due to changes in speed, direction, or both. <i>Students know</i> how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction. <p>Forces</p> <p>2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept:</p> <ol style="list-style-type: none"> <i>Students know</i> a force has both direction and magnitude. <i>Students know</i> when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces. <i>Students know</i> when the forces on an object are balanced, the motion of the object does not change. <i>Students know</i> how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction. <i>Students know</i> that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction). <i>Students know</i> the greater the mass of an object, the more force is needed to achieve the same rate of change in motion. <i>Students know</i> the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system. <p>Density and Buoyancy</p> <p>8. All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept:</p> <ol style="list-style-type: none"> <i>Students know</i> density is mass per unit volume. <i>Students know</i> how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume. <i>Students know</i> the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced. <i>Students know</i> how to predict whether an object will float or sink. 	<p>I. PHYSICS</p> <p>A. Motion</p> <ul style="list-style-type: none"> Velocity and speed The velocity of an object is the rate of change of its position in a particular direction. Speed is the magnitude of velocity expressed in distance covered per unit of time. Changes in velocity can involve changes in speed or direction or both. Average speed = total distance traveled divided by the total time elapsed Formula: Speed = Distance/Time ($S = D/T$) Familiar units for measuring speed: miles or kilometers per hour <p>B. Forces</p> <ul style="list-style-type: none"> The concept of force: force as a push or pull that produces a change in the state of motion of an object Examples of familiar forces (such as gravity, magnetic force) A force has both direction and magnitude. Measuring force: expressed in units of mass, pounds in English system, newtons in metric system Unbalanced forces cause changes in velocity. If an object is subject to two or more forces at once, the effect is the net effect of all forces. The motion of an object does not change if all the forces on it are in balance, having net effect zero. The motion of an object changes in speed or direction if the forces on it are unbalanced, having net effect other than zero. To achieve a given change in the motion of an object, the greater the mass of the object, the greater the force required. <p>C. Density and Buoyancy</p> <ul style="list-style-type: none"> When immersed in a fluid (i.e. liquid or gas), all objects experience a buoyant force. The buoyant force on an object is an upward (counter-gravity) force equal to the weight of the fluid displaced by the object. Density = mass per unit volume Relation between mass and weight (equal masses at same location have equal weights) How to calculate density of regular and irregular solids from measurements of mass and volume The experiment of Archimedes How to predict whether an object will float or sink <p>D. Work</p> <ul style="list-style-type: none"> In physics, work is a relation between force and distance: work is done when force is exerted over a distance. Equation: Work equals Force x Distance ($W = F \times D$) Common units for measuring work: foot-pounds (in English system), joules (in metric system; 1 joule = 1 newton of force x 1 meter of distance) <p>VI. SCIENCE BIOGRAPHIES Albert Einstein</p> <p>VI. SCIENCE BIOGRAPHIES Isaac Newton (From Grade 6 Core Knowledge)</p>

The Core Knowledge sequence is more specific and includes more content. This is easily apparent in these three examples. In the delivery of the curriculum, WSCA students will benefit from the coverage of California Standards plus the additional content and depth of the Core Knowledge Sequence.

In addition to the strong Core Knowledge curriculum, the students will be able to have accelerated learning tracks to differentiate instruction. A seventh grade student may be placed in a higher level in Spanish should teacher evaluations affirm the need for a particular student. Due to the on-site availability of high school classes, seventh and eighth grade students will have the advantage to easily move to their appropriate instructional level in all subjects. Teachers will also use supplemental instructional material to meet specific state standards that are different from those included in the Core Knowledge curriculum or are assessed through STAR, such as additional material regarding California history.

The content and rigor of the [sixth](#), seventh and eighth grade curriculum will provide a strong foundation for the advanced academic work in grades nine through twelve. See Appendix 15 for a comprehensive outline of the Core Knowledge Sequence for grades [sixth](#), seven and eight. Appendix 16 is the very extensive and very detailed alignment of Core Knowledge and California State Standards that will be covered in 7th and 8th grade. There is also an extensive research base documenting the effectiveness of Core Knowledge. See Appendix 17 for a summary of the research on the effectiveness of Core Knowledge.

Ninth through Twelfth Grade Curriculum

The A-G Curriculum: A Rigorous 9-12 Curriculum for All

–Research shows that preparing young people for work and for college in today’s high-level economy demands exactly the same preparation. The same skills, the same courses, taught with the same rigor. In California that means the A-G curriculum.”

–**Higher Expectations Beget Higher Student Achievement and Graduation Rates**.... Too many assume that A-G is just too hard for most students. It isn’t. The truth is all students will do better.”

Excerpts from Why Students and Parents Want and Need Rigorous Coursework In California High Schools The Education Trust - West

WSCA’s a-g curriculum foundation is a curriculum foundation for all students. As expressed in the two quotes from the Education Trust West publication –Why Students and Parents Want and Need Rigorous Coursework in California High School” offering an a-g curriculum to all students is the right choice for all high schools. As discussed in more depth in the Education Trust – West publication THE A–G CURRICULUM: COLLEGE-PREP? Work-PREP? LIFE-PREP. Understanding and Implementing a Rigorous Core Curriculum for All, the a-g curriculum is appropriate and desirable for preparing students for four year colleges and universities, community colleges, other post-secondary training and the world of work. As the publications detail, the implementation of an a-g curriculum as a graduation requirement for individual schools and entire districts has been effective in raising academic achievement for students and closing the achievement gap. The Superintendent of Public Instruction O’Connell and the California Depart of Education support the adoption of an a-g curriculum for all high school students. San Jose Unified School District implemented this in 2002 and Los Angeles Unified has implemented this requirement for all students entering the 9th grade in 2008.

Education Trust West publication –Why Students and Parents Want and Need Rigorous Coursework in California High School” and –THE A–G CURRICULUM: COLLEGE-PREP? Work-PREP? LIFE-PREP. Understanding and Implementing a Rigorous Core Curriculum for All” are included as Appendix 40.

Course Requirements

As WSCA grows and offers enrollment in grades ~~sixth~~ ~~seventh~~ through twelve, it is the expectation that all students will take Advanced Placement (–AP”) classes and/or University of Cambridge International Examinations (–IGSCE”) courses in many subjects by the time they are in the eleventh and twelfth grades; AP classes and/or IGSC E consequently form an integral part of the basic curriculum. Beginning in the ~~sixth~~~~seventh~~ grade, classes prepare students for success in upper-level AP and IGSC E courses. Accelerated students, who have the requisite skills, may advance into classes well beyond their years. An advanced eighth grade math student could enroll in calculus; or an advanced student of language could enroll in AP Spanish in the ninth grade. This breadth of vertical alignment is unique, but it is essential for preparing students to excel in a rigorous college atmosphere.

WSCA school structure will be different than that of a comprehensive high school. WSCA access to the CIE/IGSC E courses provides an unparalleled depth of internationally accepted courses, the small school community promotes more personal relationships between and among students and faculty, and the school both accommodates and encourages different learning rates and approaches.

All WSCA students are required to meet all California graduation requirements and enroll in courses required to complete the a-g requirements for enrollment in the University of California (–UC”) and the requirements for enrollment in the California State University (–CSU”) system. WSCA is knowledgeable of the UC a-g course approval process. WSCA will obtain UC a–g approval for a wide range of courses. Our course syllabus for these courses will be based on the PCS course syllabuses approved as meeting a-g requirements. Submission of courses for a-g approval will occur in accordance with the UC guidelines, (e.g., March 16 of the prior year). Our course catalog will indicate the courses that are UC approved for college entry requirements, and will be updated in a timely manner. For any student transferring out of WSCA, parents will be notified in writing about the courses that have meet a-g requirements as part of the exit procedure.

The table below outlines the graduation requirements that will be required of graduates and a comparison to the current UC a-g requirements. Prospective parents and students will be informed which of our course offerings meet UC and CSU entrance requirements through application materials and in the course catalog. This will also be highlighted through the counseling process and on the WSCA website.

<u>Department</u>	<u>WSCA Graduation Requirements (240 Units, 24 Courses)</u>	<u>UC A-G Requirements</u>
<u>Math</u>	<u>4 Years (40 units)</u>	<u>Three years (four years recommended) of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades if the high school accepts them as equivalent to its own courses.</u>
<u>Science</u>	<u>3 Years, 2 Years lab science (30 units)</u>	<u>Two years (three years recommended) of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics. The final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects may be used to fulfill this requirement.</u>
<u>Foreign Language</u>	<u>2 Years (20 units)</u>	<u>Two years (three years recommended) of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek,</u>

		<u>are acceptable. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.</u>
<u>Fine Arts</u>	<u>2 Years (20 units)</u>	<u>One yearlong course of visual and performing arts chosen from the following: dance, drama/theater, music or visual art</u>
<u>Electives</u>	<u>6 Classes (60 Units)</u>	<u>One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory-level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language)</u>
<u>History/Social Science</u>	<u>3 Years (30 Units)</u>	<u>Two years of history/social science, including: One year of world history, cultures and geography (may be a single yearlong course or two one-semester courses), and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.</u>
<u>English</u>	<u>4 Years (40 Units)</u>	<u>Four years of college-preparatory English courses that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature.</u>

University of Cambridge International Examinations (CIE)

After two years of operations, as part of the scheduled development of WSCA, WSCA plans to apply to participate as a CIE Exam Center and in the Advanced International Certificate of Education (AICE) Diploma program which is administered and assessed by University of Cambridge International Examinations (CIE), a not-for-profit department of the world renowned University of Cambridge in the United Kingdom (England). CIE offers a wide range of academic and vocational qualifications in more than 150 countries. Their high quality and comprehensive application process insures the quality of the coursework and the integrity of the examination process.

AICE is an international pre-university curriculum and examination system, which emphasizes the value of broad and balanced study for academically able students. It is flexible, and the structure of the curriculum encourages in-depth, working knowledge of each subject. Its essay-based examinations are scored to the same international standards, and are a rigorous assessment of knowledge and skill mastery.

Similar to AP courses, AICE courses are equivalent to those offered at US university freshmen level or beyond. Routes to the AICE Diploma are flexible and offer students the opportunity to enhance their studies based on their individual interests, abilities and future plans within an international curriculum framework.

The AICE program was piloted and studied by the Florida Department of Education for four years in three Florida school districts and since 2001 has been approved for use in any Florida school district looking for an inexpensive, flexible advanced academic program for grades 11 and 12.

There are AICE examinations in a broad array of subject areas including the Sciences (e.g., Biology, Chemistry, Physics), History, Geography, Mathematics (multiple levels) and foreign languages. See Appendix 18 for more information regarding University of Cambridge, AICE and CIE examinations.

Advanced Placement Courses and University Cambridge (England) International Examinations and Coursework

WSCA will base its college preparatory program upon highly regarded and research-based AP courses. WSCA's expectation is that all students will take AP classes by the time they are in the eleventh and twelfth grades. As a result, AP classes will form an integral part of the basic curriculum. Beginning in the seventh grade, classes prepare students for success in upper-level AP curriculums. Students, with the requisite skills, may advance into classes at a time and pace appropriate for them. For example, an advanced tenth grade math student could enroll in calculus; or a motivated student of language could enroll in AP Spanish in the ninth grade. This breadth of vertical alignment will be one of the strengths of WSCA, and effectively prepares students to excel in a college atmosphere.

WSCA recognizes the value of global perspectives, and is striving for world class academic performance. Students are required to become proficient in at least one foreign language. (Proficiency may be measured as reaching Stage III of the Language Learning Continuum, as defined in the Foreign Language Framework for California Public Schools and/or meeting the UC a-g requirement for two years of foreign language.) WSCA is enhancing this international focus by the addition of University of Cambridge International coursework and University of Cambridge International Examinations (CIE) coursework. CIE courses and examinations have been offered worldwide for more than 50 years and are equal in rigor to the more familiar (in the US) International Baccalaureate (IB) Program. Operating in more than 150 countries worldwide, CIE is much larger, has a significantly wider range of coursework and examinations and is more widely recognized internationally than IB. Passing CIE examinations will provide WSCA graduates with credentials that will assist them in gaining entrance to international universities such as Oxford University. Since CIE's introduction in the US in Florida in 1995, CIE coursework and professional development is available in six states. The WSCA Planning Team has met and is coordinating with the CIE office in the United States. Like AP courses, the CIE courses under consideration by WSCA

are higher level courses that exceed California State Standards. See Appendix 18 for more information about CIE. Further information and access to CIE's course syllabi, sample examinations, professional development for teachers and significant additional resources are available through the CIE website at www.cie.org.uk.

The curricular foundation provided by AP courses, the addition of CIE's internationally recognized coursework and examinations, the ability of students to take both AP and CIE courses, and the emphasis on fine arts performance and appreciation, provides a rich, exciting, and comprehensive educational experience for students that supports the development of the whole individual and builds an aesthetic understanding and global perspective that remains with students for a lifetime.

Curriculum By Department

English Department Curricular Philosophy

Each year, students will read, discuss, and write about works of literature, which are thematically linked with the history course (except in 12th grade). Plays will be read aloud and performed as reader's theatre, and students will learn to give formal speeches as well as learn to participate effectively in discussions. The primary writing emphasis is on developing coherent, articulate expository essays. Instruction in grammar is integrated with writing assignments, which are related to the literature being studied. Students write on a variety of topics, and in a number of forms, including poetry, letters, and journals. Compositions are carefully and promptly evaluated, and students learn how to correct and revise their work. Each year, students build their vocabularies through a variety of programs, including preparation for the PSAT and SAT exams. A Shakespeare play linked to the year's focus is studied each year. Note-taking, timed-writing and reading comprehension form important components of each course.

History Department Curricular Philosophy

The history curriculum at WSCA is global in its approach and grounded in a chronological study of human activities from ancient times to the present. In seventh and eighth grades, the coursework addresses state standards and the Core Knowledge sequence. In the ninth through eleventh grades, each course comprises a survey of major movements and events, for which a general text serves to provide a structure, combined with in-depth studies of selected problems or areas of interest and the addition of extra readings and documents. In the eleventh grade, U.S. history courses and in the two-year world history sequence in grades nine and ten, the history program is linked with literature studied in the English program. Class format includes lectures, class discussion, group study activities, and student presentation of work. At each level, students undertake individual and/or group research projects as well as numerous smaller writing assignments. Geography, art history, anthropology, and other fields are integrated into the study of history in all periods.

Math Department Curricular Philosophy

The mathematics curriculum at WSCA prepares students for AP calculus BC by the twelfth grade, if they enter the seventh grade ready for algebra. It is expected that students will be enrolled in a mathematics course each year through twelfth grade. Many students will learn calculus in eleventh grade, some in tenth. At all levels of instruction, there is attention to: judicious use of the graphing calculator, including elementary programming; familiarity with a library of elementary functions; obtaining solutions analytically, numerically, and graphically; the development of rigorous mathematical exposition and argument; and applications in other courses, especially in science.

The course sequence includes: pre-algebra; algebra 1; algebra 2; geometry, pre-calculus including trigonometry; and AP calculus AB/BC. The content of each course follows the recommendations of

UC and CSU for academic preparation in mathematics, and the most current California State Content Standards_

Foreign Languages Department Curricular Philosophy

The study of foreign languages at WSCA offers students exposure to cultures other than their own that facilitates the development of a global perspective, providing a direct pathway into other modes of thought and experience and introducing students to new vocabularies, different forms of expression, and different cultural perspectives on the world in which we live. At a more fundamental level, the study of a second language provides the students the tools to help them understand how languages work, and this knowledge will have an impact both on their understanding of English and other foreign languages they may choose to study. As the language courses are sequentially based upon skill level, students may begin a study of a foreign language as early as the seventh grade, allowing them to develop other essential cognitive skills at an earlier age.

All of the foreign language classes at WSCA share a common goal: the achievement of linguistic proficiency after three years of instruction, accompanied by the acquisition of tools for the further exploration of a culture—its history, texts, visual arts, and cultural practices. In keeping with the state performance standards, the goals for foreign language learning are aligned with the key terms: communication, culture, connections, comparisons and communities. When applied to the study of the living languages (Mandarin and Spanish), the goal of linguistic proficiency encompasses oral and written proficiency, and the students acquire the tools to help them communicate and “live in” a language and more fully experience another living culture. The study of Latin offers a different set of goals to students, introducing them to a root language that will benefit them in their study of many of today’s widely-spoken languages and, at the same time, developing their ability to read Latin literature in the original, itself an introduction to a wealth of literary, historical and cultural material from antiquity. Despite the differences in approach that exist in the studies of modern and ancient languages, the common goal of proficiency is achieved through the acquisition of oral, aural, and written linguistic skills.

Science Department Curricular Philosophy

The science curriculum at WSCA prepares students for AP courses and is integrated with the prerequisite mathematics. Students aspiring to AP science courses are expected to pass elementary algebra in seventh or eighth grade. Because students progress through mathematics at different rates, the relationship to grade level is somewhat variable.

The seventh and eighth grade science courses are thematically organized using the Core Knowledge and State Standards Sequence. The themes are designed to retain interest in science by addressing common yet scientifically rich topics at an introductory qualitative level. These courses introduce concepts that are prerequisite to high school courses, draw upon resources near to the school, and apply arithmetic and mathematics to simple natural phenomena. Experiential study is emphasized, including field projects and one science fair project in both years. The themes will be referred to in subsequent courses, to deepen qualitative and quantitative understanding, and to reinforce experience.

The high school level biology, chemistry, and physics curricula follows the recommendations of UC and CSU for academic preparation of entering students in the natural sciences, and the most current California State Standards.

Fine Arts Department Curricular Philosophy

WSCA recognizes the importance of the fine arts as creative disciplines that embody a wealth of universal ideas, values, emotions and technologies that are integral parts of our civilization. The fine arts program of WSCA is based upon the concept that the arts are an essential component of a complete education and

a requirement for cultural literacy. The fine arts program incorporates the contributions of diverse cultural traditions across many time periods and encompasses visual arts, theater arts, and music. There are links to other subject areas, such as Social Studies.

Visual arts instruction is offered in a structured sequence of course work that provides experience with the materials and methods of art in both two- and three-dimensional media. This instruction emphasizes the development of perceptual awareness; the acquisition of a visual and verbal vocabulary related to art; approaches to creative problem-solving; and, the acquisition and practice of skills leading to proficiency in a wide variety of expressive media. Promoted are investigations into cultural and historical contexts of major art movements; the contributions of diverse cultural traditions; and the concept of aesthetics as it relates to fine art.

The theatre arts program focuses upon both individual and group performance and writing for theater. It offers an introduction to the history of theater through investigation of the works of leading playwrights and planned theater productions.

The music program involves the students in a rich experience of instrumental and vocal performance. Opportunities for both collaboration through ensemble and individual study are promoted. An appreciation for our rich musical heritage and the contributions of composers and musicians is fostered.

Physical Education Curricular Philosophy

The goal of our physical education program strives to create life-long healthy individuals with not only physical skills, but also character skills. By incorporating student motivated fitness goals and physical applications of physics and biomechanics, our students will be able to meet challenges, make decisions, work as a team, analyze skills for effective movement, and hone their traits of commitment, courage, confidence, initiative, and perseverance. As in any physical education learning, our students will go through the cognitive, practice, and automatic phases to train. They will be responsible to chart their own development to understand the interrelationship between optimum health and fitness. They will learn about cardio respiratory endurance, flexibility, body composition, muscle strength, and speed through cultural dance and team sports. By analyzing offensive and defensive strategies, as well as the history and rules of a variety of games and sports, students understand quick and decisive decision making. Applying torque to an object, discovering properties of rotary velocity, and realizing principles of levers are just examples of how properties in physics can be shown in a physical education setting. Based on the California standards for physical education, WSCA will instill a positive physical self-image to the students with an internal motivation for fitness and a healthy lifestyle.

Technology

WSCA will strive to make students proficient at using technology to enhance learning. Technology use will include standard computer productivity software tools (word processing, spreadsheets, databases, and presentation software) and to access the information resources of the internet. Additional uses will include access to the immense store of multimedia resources and original source documents, available to both teachers for classroom use and students for their own use. Specialized instructional programs and on-line courses and resources will also be used, for example WSCA may offer foreign language instruction in Mandarin with the assistance of specialized software and/or online instruction. Advanced technology will be used to enhance and expand the laboratory experience for students in science courses. As WSCA will be applying for facilities provided under Proposition 39, the technology infrastructure will be provided as required by law. WSCA will provide additions hardware and software resources as appropriate.

Extra and Co-Curricular Opportunities

WSCA understands the value of Extra and Co-Curricular activities for students. These activities help with the personal growth of students, provide opportunities for students to build community with each other and to make important connections with/contribution to the larger community. By participating in these activities, students are expanding their personal growth through making important connections with others and contributing to the larger community. The development and exploration of a variety of extra-curricular interests serves to cultivate the students' life long learning skills as discussed on page 63, such as citizenship, cooperation and conflict resolution. WSCA expects to offer a range of after-school clubs and intramural sports, supervised by teachers and parent volunteers. Driven by student interest, these may include such activities as debate, Mock Trial, Academic Decathlon, chess, culture-based clubs, and student government. WSCA also expects to develop a range of intramural and interscholastic sports opportunities such as volley ball, tennis and soccer. WSCA expects the student body, through WSCA student government, will also create and develop other recreational and social opportunities. It is well documented that a school the size of WSCA can provide a very appropriate range of Extra and Co-Curricular activities. The listing of sports and clubs potentially offered by WSCA is included in WSCA's Sample Course Guide, please see Appendix 39.

Partnerships with Local Colleges and Concurrent Enrollment

The educational marketplace contains opportunities for students to learn subjects and skills that are not available in our small school environment. To supplement the core curricular offerings at WSCA, we will actively encourage concurrent enrollment at Sierra College, California State University, Sacramento's Accelerated College Entrance Program (ACE) and other postsecondary institutions. Concurrent enrollment, as defined under Education Code § 48800, will allow WSCA students to enroll, for very little cost (e.g., \$5 per unit at California State University Sacramento). Coursework successfully completed may be used to meet the course requirements at WSCA, as well as count as units towards graduation requirements. (For example, high school units will be awarded based on twice the number of units of the college course, or the units that otherwise would have been earned by completing an equivalent course at WSCA. WSCA will have procedures in place to approve student enrollment and verify the coursework meets or exceeds state standards and other requirements of law. See Appendix 10 for information regarding concurrent enrollment at Sierra College and California State University Sacramento.)

Powerful Pedagogy and Assessment

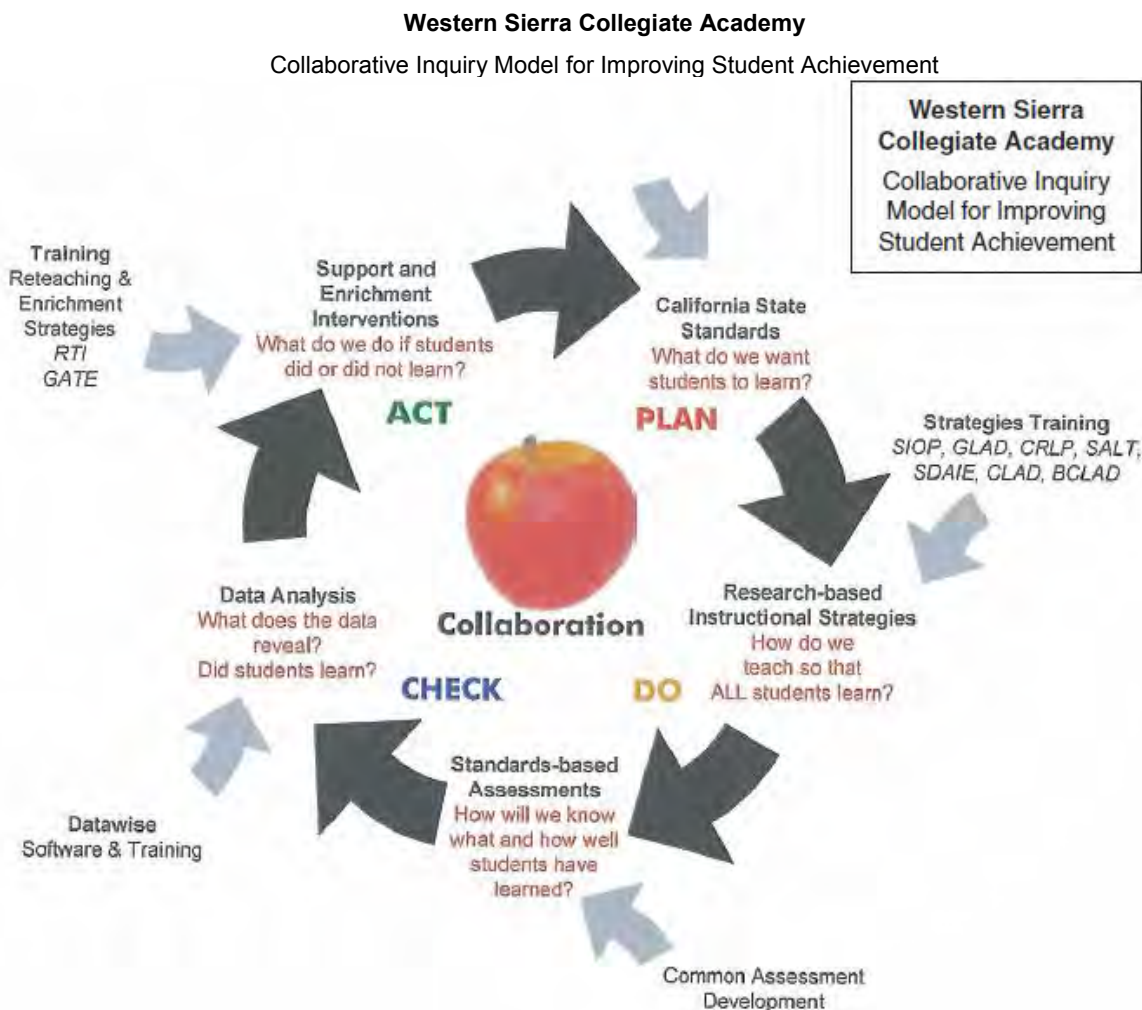
Professional Learning Community – Driving Educational Excellence

WSCA will operate as a Professional Learning Community (PLC), as part of its continuous work to improve its ability to promote student learning. In education circles, the term learning community has become commonplace. It is being used to mean any number of things, such as extending classroom practice into the community; bringing community personnel into the school in order to enhance the curriculum and learning tasks for students; or engaging students, teachers, and administrators simultaneously in learning. WSCA considers a Professional Learning Community as collaborative inquiry where the teachers, administrators and others in the school continuously seek and share data and learning outcomes and instructional strategies and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals and community members so that every student benefits. This arrangement has also been termed "Communities of Continuous Inquiry and Improvement" or "Communities of Practice."

WSCA's PLC is based on the work of DuFour, Schmoker, Eaker, Fullan and others. PLCs are structured around three core concepts. The first is "Ensuring that Students Learn", a focus on learning, not teaching. The second is "A Culture of Collaboration", a systematic process where teachers work together to analyze and improve their classroom practice. The third is "A Focus on Results", where the effectiveness of the work is based on student achievement, and its improvement. (See Appendix 19: "What is a Professional Learning Community?")

The focused, college preparatory curriculum of WSCA and the standards embedded in them provide the foundation for the work of the PLC. Small teams of teachers and administrators will meet frequently (e.g., twice a month) to review the progress of each student. Small teams of teachers will also meet frequently for thoughtful and explicit examination of teaching practices, guided by formative student achievement information, in a systematic effort to improve the effectiveness of instruction. This focused attention to student data and improvement is also reflected in Section IX, Measureable Student Outcomes and Uses of Data.

A PLC serves as an organizational umbrella, bringing together all aspects of the educational program; curriculum (content), student engagement and work, brings into focus the effectiveness of instructional methods, and assessment of each student. To maximize the achievement of all students, and to meet the exceptional needs of sub-groups of students (e.g., English Language Learners and students with IEPs and 504s) WSCA will engage in the continuous/ongoing consideration of the critical questions highlighted in red below.



Instructional Methods

Consistent with the discussion of PLCs above, working in a culture of data-driven assessments, WSCA instructional methods will include a variety of instructional methods and approaches that are research based and are consistent with the core values of WSCA. Teachers will use a variety of instructional methods to most effectively assist students at all levels in mastering the curriculum. These will include teacher lecture, cooperative learning, and individual instruction. It will include effective instructional methods such as immediate feedback, graphic organizers, summarizing and note taking (based on the work of Robert Marzano Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement) Teachers' instruction will also be supported by an electronic assessment resource system that provides teachers with current and specific information about student achievement, for individual students as well as for groups of students. Quality instructional methods such as these have the proven ability to be effective with a wide range of students, including those who are currently performing below grade level, are English language learners or are students with special needs.

Instruction will be primarily site-based, engaging and multi-faceted. Instructional methods will be determined by the data driven needs of individual students. This is important for all students but is especially important for EL and special needs students. Teachers will use a range of instructional methods to differentiate instruction. These methods include but are not limited to problem-based learning (placing students in the active role of solving problems), multiple entry points (proposes student exploration of a topic through a number of avenues such as narrational, foundational and experimental), choice boards (work assignments are on cards and teachers ask students to select from a range of cards), compacting (do pre-assessments and students know the material are able to move on), and complex instruction (uses challenging materials, open ended tasks and small instructional groups.) WSCA is using the work of several educators in this area to guide instructional methods, one of the more prominent being Carol Ann Tomlinson (*The Differentiated Classroom: Responding to the Needs of All Learners, Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9–12.*). Some subjects will emphasize certain instructional methods. For example science classes will incorporate significant hands-on activities, with students using measurement equipment (e.g. PASCO probes) and computers. Drama and music will be performance-based. In art, the students will work in a studio environment.

Consistent with the intent of Congress in adopting the IDEIA, special needs students will be mainstreamed to the extent possible (Free Appropriate Public Education (FAPE)), under the oversight of the Special Education staff and consistent with the IEP developed for each student. Resource specialist(s) or other special education staff/therapists will work directly with these students. Some students will require more restrictive settings or may require more assistance to obtain a free and appropriate education and this will be determined through the IEP process. Teachers and team members will meet with parents and the Special Education Director to develop annual IEP or 504 goals. Further Special Education related information is included below.

Teachers will supplement classroom study with field trips, web-based topical seminars and independent study options. Students at the high school level will also have opportunities to take courses at local colleges (e.g., Sierra College) and universities (e.g. ACE program through Sacramento State University). A wide range of after-school clubs and intramural sports, supervised by teachers and parent volunteers, will also provide enriching educational, recreational and social opportunities for students. Students will be required to do 10 hours of community service per year beginning in the seventh grade. Community service activity definitions will be very flexible to meet the needs of all students and their families. WSCA understands the value of Extra and Co Curricular activities for students. These activities help with the personal growth of students, provide opportunities for students to build community with each other and to make important connections with/contribution to the larger community.

Community-Based and Service-Based Learning

WSCA believes in the development of the civic and ethical aspects of each student. WSCA's community service requirement will engage students in public service, inspiring responsibility and personal growth and motivating students to personally embrace issues of justice and civic responsibility.

WSCA also believes in the benefits of service learning. Consistent with the concepts espoused by the National Service-Learning Partnership, WSCA believes service-learning is a teaching method that engages young people in solving problems within their schools and communities as part of their academic studies or other type of intentional learning activity. WSCA also believes service-learning helps students to master important curriculum content by supporting their making meaningful connections between what they are studying and its many applications. Finally, WSCA believes service-learning also helps young people develop a range of service skills, from acts of kindness and caring, to community stewardship, to civic action. It will also integrate service-learning activities into coursework and electives. WSCA will also explore offering internship opportunities with local business and community groups. WSCA will model its service learning/community service structure on the structure in place at PCS and some of the ongoing activities already undertaken at RA schools (e.g., food drive).

Counseling – Academic and College

WSCA is a college preparatory school. The expectation is that virtually all students will be seeking an academic education consistent with the desire to attend college. Based on the data from PCS, a very high percentage of graduates attend college, with the large percentage of these attending four year public and private universities, including the most selective public and private universities. The curriculum of WSCA is structured to provide the academic depth and rigor needed to gain entry and succeed in college. In addition, the counseling function at WSCA will include substantial assistance to students and their families regarding college admission. WSCA will model its college counseling services on the services currently provided by PCS. This includes having knowledgeable and capable counselors on staff and the relevant resources available, such as a WSCA version of the PCS Four Year College Handbook. See Appendix 20 for the PCS Four Year College Handbook. Students and their families will be referred to CaliforniaCollege.edu as an additional college planning resource. Counselors provide all students and their families with assistance with college planning, including:

- A small appropriate high school setting, and a 6 year program will allow counselors to develop a deeper and more personalized relationship with students and their families
- The personalized attention possible in the small school setting and a six year program is additionally important to better serve ELL and Special Education students
- As part of the “bas camp” process in the summer prior to enrollment in 7th grade, students and parents will meet with a counselor to develop a six year plan college plan. This plan will emphasize college and career readiness. Students and their parents will be given the opportunity to create goals, both academic and personal. These goals will be revisited through biannual parent-student-teacher-counselor conferences.
- Appropriate course selection (6⁷-12) based on student interest, a-g readiness, and assessment data.
- Support faculty with expert knowledge regarding college readiness, a-g, SAT and SAT II
- College admissions test preparation & registration
- the college admissions process
- Financial aid information & application assistance
- Parent education program starting in the 6⁷th grade that helps all families begin planning for college
- College information nights for students and parents beginning in the 6⁷th grade, including campus visits from college admissions & financial aid professionals

- The WSCA Counseling Department will be aligned with the American School Counselors Association (ASCA) standards and the guidance program will be standards based.
- Students will have access to college prep courses in grades 6-8 (i.e. Spanish and algebra)
- Counselors will ensure all students take the PSAT in 8th grade, building readiness for SAT.
- WSCA will use PSAT results to inform curriculum decisions. A smaller school allows greater ability to focus on specific strengths/needs highlighted by the results of PSAT and other standardized tests.
- Counselors will be active members of the PLC, providing insight regarding individual students, and support to students and faculty in the achievement of student goals.

Counselors monitor and support students in the CHASE process, including providing access to tutoring and supplemental instruction.

Counseling – Personal and Social

In addition to college academic counseling, the WSCA counseling office will assist all students in the areas of personal and social development. In this role counselors may provide preventative and developmental counseling to assist students gain the life skills to deal with academic, personal and social growth. Counselors will monitor and provide personal/social interventions as necessary. Counselors may also provide alcohol and drug prevention programs. The overall objective is to help students become the productive, well-adjusted adults of tomorrow.

At Risk Students: Plan for Students who are Academically Low Achieving (Student Success Team)

At WSCA all students will access the core curriculum. WSCA will evaluate the basic literacy and mathematics each student when they enter WSCA, to assess academic strengths and deficiencies (e.g., UC/CSU Mathematics Diagnostic Testing Project math readiness exams, timed writing prompt developed by PCS). A Study Skills and Technology (Academic Literacy) course will be offered in 7th grade as an elective, and all 7th grade students will be encouraged to enroll. Students who enter WSCA academically low achieving will automatically be moved to the second level of intervention strategies (discussed below). Support services will include after school tutoring and teacher assistance during regular office hours. A tutorial program, staffed by qualified parents, other students and local college students, based on PCS's model, will also be offered.

A three level strategy will be used to identify students requiring assistance, with a data-driven focus (see discussion of PLC) on intervention and response to intervention.

Intervention Strategies

Level 1

- Common formative assessments and expectations
- Planner checks, quarterly grade checks
- Regular staff meetings to review student progress
- Case management system monitored by the Principal
- Progress reports to parents
- Staff commitment to provide assistance to students
- Grading system that focuses on learning
- Focus on accelerating student progress and meeting student needs

Level 2

- Students not progressing with Level 1 strategies are moved into Level 2 strategies.
- Tutorial program based on PCS's model.
- After school tutoring
- Teacher assistance
- Counseling/parent meetings
- Case management meetings to closely monitor student progress in intervention

Level 3

- Formal SST held to determine need for formal assessment for Special Education
- Special education classes provide academic support and learning strategies
- Special education/general education collaboration for instruction and assignments

Student Study Team (SST)

Consistent with WSCA PLC process, a teacher or team of teachers will be able to identify a student in need of academic assistance at any time. In addition, a case management system monitored by the Principal will be used to insure periodic reviews for all students during progress reporting times (e.g., every four or six weeks) and end of grading periods.

WSCA is committed to working with students who are achieving below grade level to help them perform at expected levels. WSCA, operating as a Local Educational Agency ("LEA") in the El Dorado County Charter School SELPA for special education will utilize the SELPA's Student Success Team ("SST") process to develop a plan to address their individual needs.

An SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. An SST is a general education function. Many students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to an SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement.

WSCA SST meetings will include 12 steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen, options are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of an SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

California High School Exit Exam Support

The academic standards in the California High School Exit Exam are low. In Language Arts the exam measures academic knowledge and skills up to the 10th grade level. In mathematics, the exam measures academic knowledge and skills up to the beginning part of Algebra 1. WSCA expects a passage rate similar to that of RUSD students attending a comprehensive high school (as differentiated from the continuation school, Victory High School). The student most likely to face difficulty is an EL and/or Special Education student, who may have difficulty with Language Arts portion of the exam. Consistent with the requirements of AB 347, WSCA is prepared to assist any student who is having difficulty passing the CHASE through our current array of support services (e.g., counseling, after school tutoring), including “post 12th grade students”. WSCA will also provide the accommodations, modifications and variations for students with disabilities and EL students.

Students Achieving Above Grade Level

In order to provide effective programs and curriculum for academically high achieving and gifted students, WSCA will offer a continuum of approaches and options that can meet a wide range of abilities, interests, and learning styles. As discussed in prior in the section “Instructional Methods”, teachers will use a range of approaches to differentiate instruction. These methods are identified in the literature as acceleration, depth, complexity and novelty. These specific applications WSCA will use include but are not limited to problem-based learning (placing students in the active role of solving problems), multiple entry points (proposes student exploration of a topic through a number of avenues such as narrational, foundational and experimental), choice boards (work assignments are on cards and teachers ask students to select from a range of cards), compacting (do pre-assessments and students who know the material are able to move on), and complex instruction (uses challenging materials, open ended tasks and small instructional groups.) WSCA is using the work of several educators in this area to guide instructional methods, one of the more prominent being Carol Ann Tomlinson (*The Differentiated Classroom: Responding to the Needs of All Learners*, *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9–12.*) Other options may also include acceleration by accessing opportunities beyond those directly offered by WSCA (e.g., a gifted seventh grade math student might enroll in geometry or an eleventh grader may enroll in Differential Equations at Sierra College or through CSU Sacramento’s ACE Program). WSCA will also have academically enriching clubs and activities, and provide students the opportunity for independent work and focus projects with a faculty sponsor.

English Language Learners – Equal Opportunity for Success

WSCA is committed to high levels of academic success for all students, including English Language Learners (“ELL”). WSCA will meet all applicable legal requirements for ELL including, but not limited to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. WSCA will implement policies to assure proper placement, evaluation, and communication regarding ELL and the rights of students and parents.

The student population served by Rocklin Unified School District has very few ELL students. WSCA expects to serve an ELL population similar to that served by the Rocklin Unified School District. In 200607 RUSD has 2.19% English Learners (EL) in grades 7-12. To illustrate, Rocklin High School and Whitney High School had a combined number of 19 English Learners whose primary language was Spanish. The second more prevalent language with English Learners was Russian, with 5 students at Whitney High School and none at Rocklin High School. The same basic pattern exists in grades 7th and 8th. 2.84% (102 students) of students in grade 7 and 8 are EL. The most prevalent language is Spanish with 19 students (17 at Springview Middle School) and the second most prevalent language being Russian with 5 students.

RUSD primarily provides English Language Development (ELD) to its EL students at these grade levels through Specially Designed Academic Instruction in English (SDAIE), with a very limited use of SDAIE with Primary Language Support.

As indicated elsewhere in the charter petition, small schools enhance student learning. The advantages of a small school setting extend to EL learners. Based on RUSD's ELL student population WSCA expects to serve a similar number of students with similar characteristics. WSCA will be fully capable of serving the 1 to 2 EL students during the school's initial years of operation and the 9 to 12 EL students anticipated at full enrollment. WSCA is also prepared and capable to serve additional EL students if they enroll in WSCA in percentages higher than they enroll in RUSD. WSCA will provide the range of services as required by law. WSCA intends to use the same methods of serving these students as does RUSD, primarily SDAIE and SDAIE with Primary Language Support.

To ensure WSCA has qualified staff to serve EL students, WSCA will seek out in the hiring process staff with the proper training and success with EL students. The experience WSCA will be looking for will include a CLAD or BCLAD certificate, SDAIE training or other appropriate specialized training. WSCA will also provide training opportunities for staff, such as training through the Placer County Office of Education, the Sacramento County Office of Education and universities such as Sacramento State University. The anticipated number of EL students makes it very difficult to determine definitively the best placement of students. WSCA will specifically track the placement of EL students each semester, to ensure they are placed in classes with the teachers with appropriate training. Special efforts will be made to cluster students with the same primary language together in the same class session.

Home Language Survey

WSCA will administer the home language survey upon a student's initial enrollment.

California English Language Development Test ("CELDT") Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment, if entering a California public school for the first time, or never having taken a CELDT test for another reason, and at least annually thereafter between July 1 and October 31st until redesignated as fluent English proficient.

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 school district's 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.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage. WSCA will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT will be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Strategies for ELL Instruction and Intervention

Teachers will be trained to use Specially Designed Academic Instruction in English (“SDAIE”) techniques to meet the needs of ELL students.

The instructional design model to be used by WSCA places a heavy emphasis on differentiating instruction to meet the needs of ELLs based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers will be trained on a variety of instructional strategies to be used specifically with ELLs. These strategies include, but are not limited to the following techniques:

Total Physical Response (TPR). Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include —a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR” (par. 11). *(For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000.)*

Cooperative Learning. Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an —effective vehicle for learning content and learning in a second language” (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, —Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates.” Through a shared learning activity, students benefit from observing learning strategies used by their peers. ELL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that —cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits” (2001, p. 280).

Language Experience Approach (also known as Dictated Stories). This approach uses students’ words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student’s words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom— especially important for culturally diverse students (Peterson, Caverly, Nicholson, O’Neal, & Cusenbary, 2000).

Dialogue Journals (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but instead models correct language and provides a non-threatening opportunity for ELL to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (See Gibbons [2002] for specific scaffolding strategies.)

Native Language Support. Whenever possible, ELL should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students' development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

The information provided regarding English Language Learners meets and exceeds the requirements of Education Code §47605 for being reasonably comprehensive. WSCA is fully cognizant that there are federal and state laws and regulations that apply to serving English Language Learners. WSCA is also aware that there are specific teacher qualifications (e.g., CLAD and BCLAD), curriculum (e.g., Reading Language Arts/English Language Development programs adopted by the State Board of Education), standards (e.g., English-Language Development Standards for California Public Schools) and assessment. WSCA is aware of the requirements for parental participation. Included in Appendix 34 are some of the EL resources that are available to WSCA including The Map of Standards for English Learners for English Learners, WestEd. WSCA will use this document (and other resources as appropriate) to guide the integration of instruction and assessment of English Language Development with the English Language Arts Standards in California.

Overview of Services for Students under the "IDEIA"

Overview

WSCA is committed to high levels of academic success for all students, including students with disabilities. WSCA 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").

WSCA shall be categorized as an LEA within the El Dorado County Charter Schools Special Education Local Plan Area (the "ELPA") in accordance with Education Code § 47641(b).

WSCA shall comply with all state and federal laws related to the provision of special education instruction and related services. WSCA will follow the SELPA policies and procedures, and will utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. WSCA will regularly meet with the SELPA representative(s) to review special education policies, procedures, protocols, and forms and the SELPA protocol, to ensure that WSCA and the SELPA have an ongoing mutual understanding of SELPA protocol and to facilitate ongoing compliance.

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

WSCA anticipates serving a special education population similar to that served by RUSD. 9.64% of RUSD's (K-12) students have been identified as qualified for Special Education services (source: DataQuest). At the 8th grade level, 8.1% of RUSD students are identified as Special Education. At the 11th grade, 3.47% (27 students) of the RUSD students are identified as Special Education. At Rocklin High School, the largest percentage of these students is identified as "Specific Learning Disability," at 8.71% (83 students).

There is seven years of experience in providing special education services, and during that time there have not been any serious complaints. RA students are/have been identified primarily with Specific Learning Disability and Speech or Language Impairment. A copy of the current MOU (Memorandum of Understanding) between RUSD and Rocklin Academy at Turnstone is attached as appendix 41. This MOU contains additional information about how Special Education services are provided currently to students attending Rocklin Academy at Turnstone.

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.

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. WSCA will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the SELPA's general practice and procedure and applicable law. The Charter School shall obtain parent/guardian consent to assess students.

Modification and Accommodations: Standardized Tests

WSCA will ensure that any modifications and accommodations required for standardized tests under IDEIA and 504 are implemented.

Section 504 of the Rehabilitation Act

WSCA 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 WSCA. 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 WSCA.

WSCA will be responsible for ensuring compliance with Section 504.

WSCA shall adopt the comprehensive policy and procedure for Identification, Evaluation and Education of students under Section 504 adopted by the SELPA in order to ensure that the policy and procedures adhere to SELPA guidelines. A WSCA 504 coordinator will be appointed and will have responsibility for overseeing the 504 process at WSCA

A student may be referred by anyone, including a parent/guardian, teacher, other school employees or community agency, for consideration as to whether the student qualifies as a student with a disability under Section 504.

Consistent with the guidelines of the SELPA, 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 who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- 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 include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent 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 the Free and Appropriate Public Education ("FAPE"), pursuant to Section 104.33 of Title 34 of the Code of Federal Regulations. 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 WSCA'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. The 504 coordinator will ensure that 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.

Services for Students Under the "IDEIA"

WSCA 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, WSCA shall become an independent LEA and join the El Dorado County Charter Schools SELPA pursuant to Education Code § 47641(a).

WSCA 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 maintaining the confidentiality of pupil records. WSCA will comply with SELPA protocol as to the delineation of duties between the SELPA and the school in providing special education instruction and related services to identified pupils. WSCA will regularly review special education policies, procedures, protocols, and forms of the SELPA to ensure that WSCA has an ongoing mutual understanding of SELPA protocol and to facilitate ongoing compliance.

Western Association of Schools and Colleges Accreditation

WSCA will seek accreditation through the Western Association of Schools and Colleges applying for candidacy status in the first or second year of operation. WSCA's high school education program is consistent with the tenets of the Western Association of Schools and Colleges and their approach is consistent with the organization of the school, including vision, purpose, governance, leadership and resources. WSCA's educational program includes standards-based curriculum, instruction and assessment and accountability. WSCA also includes support for student personal and academic growth. WSCA's accreditation by the Western Association of Schools and Colleges will ensure the eligibility of WSCA's graduates for enrollment in the University of California.

SECTION IV – MEASURABLE STUDENT OUTCOMES AND USES OF DATA

“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.” – California Education Code § 47605(b)(5)(B)

WSCA will meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation, Education Code § 47605(c)(1). (This includes STAR, API/AYP, CAHS, CELDT and any other requirement of NCLB.) WSCA will meet the requirements for renewal if it meets the requirements of Section 47607(b) of the Education Code.

WSCA will fully participate in all the programs, as appropriate, that are part of the STAR Program. The purpose of the STAR Program is to measure how well students are learning the knowledge and skills identified in the California content standards. The content standards describe what students at each grade level should know and be able to do in English-language arts, mathematics, history-social science, and science.

WSCA students in grades seven through eleven participate in the STAR Program each year. Students take the California Standards Tests (CSTs). Students in grade seven also take the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) along with the CSTs. Students with significant cognitive disabilities, who are unable to take the CSTs even with accommodations or modifications, will take the California Alternate Performance Assessment (CAPA). In addition to taking the STAR Program tests that are given in English, eligible Spanish-speaking English learners at WSCA will take a designated primary language test (DPLT) that is administered in Spanish. State law (Education Code Section 60640) requires all Spanish-speaking English learners to take the DPLT in addition to the tests in the STAR Program that are administered in English, WSCA students will, if required, take the Standards-based Tests in Spanish (STS) in grade seven and the Aprenda, La prueba de logros español, Tercera edición (Aprenda 3) in grades eight through eleven.

WSCA outcomes are aligned with the mission, curriculum, and assessment of the school. The WSCA program is designed to help all students achieve a high level of academic success and be prepared for entry in University of California and other selective public and private universities and colleges. Students will demonstrate core academic and lifelong learning skills, which have been developed to align with the California State Curriculum Standards. The assessment methods used are those required by state or federal law, those required by external agencies (e.g., College Board) and those created/adopted by WSCA. As discussed in Section III, WSCA will also use a range of assessments, including those already cited here, as well as a range of teacher created/textbook provided formative and summative assessments. As described in —Professional Learning Community Driving Educational Excellence: Integrating Content, Instructions and Assessment”, these assessments are part of coordinating approach that are embedded in the curriculum, are ongoing, and guide instruction. The assessments developed/ adopted by WSCA faculty and administration will be subject to review by the WSCA Board of Directors.

WSCA will also measure the progress of specialized populations. Consistent with Federal and state law, and Placer County SELPA and RUSD procedures, WSCA will review/participate in the review of the progress of Special Education students according to their Individualized Educational Plan (IEP) or their 504 plan. Also consistent with Federal law, WSCA will monitor the progress of all ELL students. WSCA will also ensure that any modifications and accommodations required for standardized tests under IDEIA and 504 are implemented.

Some desired pupil outcomes are objectively measurable. For WSCA these include acquiring the knowledge specified in the new state standards for public education as currently measured by the California Standards Test (CST), passing the California High School Exit Exam (CHSEE), taking and passing AP/CIE exams in appropriate subjects, taking and passing the classes necessary to be eligible for admission to the UC (a-g courses), and completing WSCA's community service/service learning objectives. Our primary long term measurable goal in all four categories is that WSCA will compare favorably with top public and private schools in the US.

Progress will also be measured by classroom teachers in the traditional manner, including quizzes, essays, projects, performances, portfolios, exhibitions, tests, and exams. Progress will be reported on a regular basis to parents and students including online access to student grades through PowerSchool™ and report cards each semester.

There are additional academic and non-academic pupil outcomes and qualities, however, that while not objectively measurable are still considered vitally important. Specifically, students will:

- Demonstrate an understanding of their place in the world through cultural and historical knowledge.
- Complete and reflect on community service and in-class activities.
- Demonstrate an understanding of their place in nature through scientific and mathematical knowledge.
- Complete science fair projects and real life investigations within classes.
- Apply mathematics as a language which helps us understand natural phenomena and of the role of mathematics in human endeavors (evidenced via application in other disciplines and identified proportion of problem solving exercises in class).
- Communicate effectively, both orally and in writing, in English and at least one foreign language, as evidenced by writing assessments, external assessments, and performance and competitions.
- Demonstrate understanding that appropriate behavior is required in a diverse community of scholars (evidenced via adoption of a policy on academic honesty and honor code).
- Develop a sense of responsibility for their community (evidenced via parent and student service requirements, by student discipline and attendance records, and by evidence of participation in activities and student affairs).
- Demonstrate the use of research skills to study topics in depth (evidenced via science fair and other external competitions, and through classroom assignments).
- Show technological literacy to access, organize, research, and present information and knowledge (evidenced via project submission requirements and Modern Language Association production standards used in class assignments).
- Establish and defend a thesis or argument (evidenced via internal and external writing rubrics).

Overview of Subject Matter Competencies

WSCA expects its graduates to demonstrate a mastery of specific subject competencies. The following is a list of initial subject matter competencies that will continue to be revised and improved. The competencies are based on state standards, as well as on in-depth discussions on what students should know and be able to do.

Subject Matter Competencies and Measures

Subject	Student Outcome	Assessment	Performance Standard
English	<ul style="list-style-type: none"> *Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience. *Obtain meaning from a variety of complex texts. *Be well read as demonstrated by reading a variety of literary works representing different genres. *Make informed interpretations of the purpose and meaning of literary works. *Convey interpretations of personal experience gleaned from literature. *Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles and contributions. *Evaluate how the form and content of a literary work contributes to its message and impact. 	<ul style="list-style-type: none"> *Tests *Written assignments *Class participation *Class presentations *Teacher observation *Student Projects 	<p>Students must obtain a grade of "C" or higher to ensure credit. If it is a required course for graduation, the course must be repeated with a grade of "C" or higher. Students with IEP's will be assessed consistent with the requirements of their IEP.</p>
History	<ul style="list-style-type: none"> *Understand and apply civic, historical and geographic knowledge in order to become a citizen in a diverse world. *Apply information, concepts and perspectives from the history of our nation and the history and development of other nations. *Deliberate on public issues which arise in a respective democracy. *Use historical research to ask and answer questions about the past. *Recognize that regions can be defined in cultural, physical or political terms. *Accurately interpret and summarize information from maps, charts and graphs. *Understand the building blocks of representative government. *Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought. *Recognize that events in the past inform the present. *Understand the rich and varied achievements of diverse peoples. 	<ul style="list-style-type: none"> *Tests *Written assignments *Class participation *Class presentations *Teacher observation *Student Projects 	<p>Students must obtain a grade of "C" or higher to ensure credit. If it is a required course for graduation, the course must be repeated with a grade of "C" or higher. Students with IEP's will be assessed consistent with the requirements of their IEP.</p>

Subject	Student Outcome	Assessment	Performance Standard
Math	<ul style="list-style-type: none"> *Construct mathematical models. *Use a variety of problem solving strategies. *Use advanced computing procedures. *Understand and apply advanced properties of numbers. *Understand and apply advanced methods of measurement. *Understand and apply advanced concepts of geometry. *Understand and apply advanced concepts of functions and algebra. *Understand and apply advanced concepts of probability and statistics. *Understand and apply advanced concepts of data analysis. 	<ul style="list-style-type: none"> *Tests *Written assignments *Class participation *Class presentations *Teacher observation *Student Projects 	<p>Students must obtain a grade of "C" or higher to ensure credit. If it is a required course for graduation, the course must be repeated with a grade of "C" or higher. Students with IEP's will be assessed consistent with the requirements of their IEP.</p>
Science	<ul style="list-style-type: none"> *Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy and systems). *Use the scientific method to ask and answer questions about the world. *Understand the essential ideas about the composition and structure of the universe and the motions of objects in it. *Know basic earth, biological, physical, and chemical concepts. *Understand basic concepts of matter and energy, motion and forces. 	<ul style="list-style-type: none"> *Tests *Written assignments *Class participation *Class presentations *Teacher observation *Student Projects 	<p>Students must obtain a grade of "C" or higher to ensure credit. If it is a required course for graduation, the course must be repeated with a grade of "C" or higher. Students with IEP's will be assessed consistent with the requirements of their IEP.</p>
Art	<ul style="list-style-type: none"> *Participate in artistic activities. *Make informed interpretations of the purpose and meaning of artistic works. *Convey interpretations of personal experiences in expressive forms. *Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions. *Explain how the form and content of an artistic work contributes to its message and impact. *Explain the role of the artist in providing service to the community and world. 	<ul style="list-style-type: none"> *Tests *Written assignments *Class participation *Class presentations *Teacher observation *Student Projects 	<p>Students must obtain a grade of "C" or higher to ensure credit. If it is a required course for graduation, the course must be repeated with a grade of "C" or higher. Students with IEP's will be assessed consistent with the requirements of their IEP.</p>

Subject	Student Outcome	Assessment	Performance Standard
Foreign Language	<ul style="list-style-type: none"> *Obtain sufficient verbal fluency and written proficiency to communicate effectively in a foreign language. *Understand and appreciate the culture underlying a foreign language. 	<ul style="list-style-type: none"> *Tests *Written assignments *Class participation *Class presentations *Teacher observation *Student Projects 	<p>Students must obtain a grade of "C" or higher to ensure credit. If it is a required course for graduation, the course must be repeated with a grade of "C" or higher. Students with IEP's will be assessed consistent with the requirements of their IEP.</p>
Technology	<ul style="list-style-type: none"> *Use technology to increase learning. *Understand and use current word processing, spreadsheet, database, and presentation software. *Understand the use of the internet. *Understand how technology can be of service to the community. 	<p>*Inclusion of the use of technology in coursework. This includes use of the internet for research, use of word processing, spreadsheets, database, and presentation software in completing assignments and making presentations across the subject areas.</p>	<p>The use of technology is embedded in the subject areas.</p>

Lifelong Learning Skills

WSCA also believes students need to develop skills that will enable them to pursue their own path of learning throughout their adult lives in becoming self-motivated, competent and lifelong learners through a mastery of the following skills:

Character Development: To understand and accept the centrality of integrity in all aspects of life and learning to appreciate the nature and value of moral courage as a necessary instrument of an ethical life.

Communication: The ability to listen, speak, read and write as appropriate to the intended audience in school, at home or in the community.

Cooperation: The ability to work productively with school peers, family members, and community members in order to complete assigned projects.

Critical Thinking: The ability to form a reasonable opinion on matters requiring the active assessment and comparison of data, such as those contained in newspapers, election material, and other material available and pertinent to socially aware citizens.

Caring and Respect: The ability to accept and demonstrate kindness and appreciation for cultural, linguistic, and socio-economic differences among peers and community members.

Citizenship: The ability to plan and implement a project in service to the School and the larger community.

Conflict Resolution: The ability to resolve differences of opinion in a civil and fair manner.

Responsibility: The ability to maintain the highest personal standards in studies, character development, and citizenship.

Study Skills: The ability to utilize note-taking strategies, questioning strategies, library research skills, time management, and test taking strategies.

Technological Literacy: The ability to make effective and responsible use of technology to enhance learning and academic performance.

The following chart takes into account both the academic and lifelong learning goals WSCA has for all students and provides a summary of key student outcome goals.

Key Summative Student Outcome Goals

Summative Outcome Goals	Assessments Used	Performance Standard
Acquiring knowledge and skills specified in the California State Standards	<ul style="list-style-type: none"> *California STAR Tests *CST English-Language Arts *CST Mathematics *CST General Mathematics (6 & 7 Standards *CST Algebra I *CST Geometry *CST History (Social Science Grade 8 Cumulative) *CST Science (5, 8, 10 Life Science) *CST Algebra II *CST Summative High School Mathematics *CST World History *CST U.S. History *CST Science -5, 8, 10 Life Science *CST Biology/Life Sciences *CST Chemistry *CST Earth Science *CST Physics *CAT/6 Reading *CAT/6 Language *CAT/6 Mathematics *CAT/6 Spelling 	90% of students who attend WSCA for three or more years will score proficient or advanced on each CST test or at or above 50% percentile rank on the norm referenced section of the STAR test.
Acquiring knowledge and skills necessary to pass the high school exit exam	CAHSEE	95% of High school seniors will pass the high school exit exam.
Eligible for admission to the University of California and other selective universities and colleges	Review of transcripts	90% of students who graduate from WSCA will complete requirements for admission to the University of California, including coursework, GPA, and SAT/ACT scores.
English Learners are acquiring English language proficiency	CELDT testing, Student Oral Language Observation Matrix , Assessment of English Language Development and English Language Arts Standards in California	Students will improve their English proficiency at least one level each year as measured by the CELDT until reclassified as fluent.
Students with IEP's are meeting their academic goals.	Annual review of IEP, CDE data	The percentage of students who meet the academic goals included in their IEPs will meet or exceed the percentage of students who meet the academic goals included in their IEPs who attend comprehensive public high schools in Placer County.

Summative Outcome Goals	Assessments Used	Performance Standard
Students meet Physical Education (PE) Standards	CDE designated Physical Fitness Test (currently FITNESSGRAM)	The percentage of Ninth grade students who meet or exceed the state standards will meet or exceed the percentage of students who attend comprehensive public high schools in Placer County.
Participation in a community of scholars	Signature on honor code pledge	All students will accept the academic honor code.
Lifelong learning skills	Student Survey	90% of students achieve success in a range of activities including their academic coursework, involvement in extra-curricular and co-curricular activities, adherence to the academic honor code, and participation in community service activities.
Participation in community service/service learning	Annual review of community service completed.	90% of students enrolled in WSCA for one year or more complete community service/service learning requirements annually.
Attendance rate	Comparison of data provided by CDE	Student attendance rates meet or exceed the average of comprehensive high schools in Placer County.
Dropout Rate	Comparison of data provided by CDE	Student dropout rates are equal to or lower than the average of comprehensive high schools in Placer County.
Attendance of graduates at four year colleges and universities	Comparison of data provided by CDE and/or other sources	Meet or exceed the average of comprehensive high schools in Placer County.

Key Summative School Outcome Goals

WSCA as a school also will pursue overall goals. The goals will inform the faculty, administration and the Board regarding the success of WSCA. The chart below summarizes these school level goals.

Summative Student Outcomes	Assessments Used	Performance Standards
High student achievement on standardized tests	Comparison of data provided by CDE	Equal or exceed average standardized test scores at each grade level (CST, CAT/6, CAHSEE, CELDT, SABE2) compared to other Placer County schools.
Meet or exceed Academic Performance Index (API) growth targets Schoolwide and in reportable subgroups	Comparison of data provided by CDE	Reach and maintain an overall score of 800 or higher on the API. Meet annual growth targets for all reportable subgroups scores as needed.
High API State and Similar School Rank	Comparison of data provided by CDE	Reach and maintain a State Rank and a Similar School Rank of 6 or higher.
High Four Year College Going Rate	Comparison of data provided by CDE and/or other sources	Equal or higher four year college going rates compared to the average of Placer County comprehensive high schools.
High UC/CSU and private University and college eligibility	Comparison of data provided by CDE and/or other sources	Equal or higher UC a-g course completion rates compared to the average of other Placer County comprehensive high schools. Equal or higher SAT/ACT scores than the average scores at other Placer County comprehensive high schools.
High AP pass rates.	Review of AP pass rates	Equal or higher AP pass rates compared to the average of Placer County comprehensive high schools.
High student satisfaction rates with the quality of education	Student Surveys	Student satisfaction with the quality of education as measured by student and alumni surveys, compared to the average satisfaction rates available for other Placer County comprehensive high schools, or other sources.
High family satisfaction rates with the quality of education	Parent Surveys	Family satisfaction with the quality of education as measured by parent surveys, compared to satisfaction rates for other Placer County schools, or other sources.

Methods to Assess Student Progress Toward Meeting Outcomes

Summative Assessments

The academic progress of students will be tracked through a range of formal and informal assessments. The formal assessments will include STAR tests (CST/CAT6/SABE/2), the CAHSEE, and students' AP, SAT, and CIE test results. Students will receive progress reports and quarterly and semester grades through report cards.

Formative Assessments

As discussed in Professional Learning Community – Driving Educational Excellence, there will be a focused and ongoing data-driven review of each student's performance. Teachers will use a variety of assessment techniques which will be ongoing and embedded in the curriculum to monitor student learning informally, including oral assessment, quizzes, tests, essays, journals, multimedia presentations, group projects, debates, portfolios, lab books, and performances. Rubrics, starting with those already developed by PCS, will also be used to inform students of the class objectives and expectations. The grading policy that will be initially used is that used by PCS. See Appendix 14 for details in the Draft WSCA Student Handbook. School wide, students and parents will be notified of progress up to eight times a year and will have instantaneous internet access to grades and assignments through PowerSchool™.

The following chart provides a summary of the key methods WSCA uses to measure the student attainment of key outcomes.

Summary of Key Measurement Methods

Measurement Outcome	Method of Measurement	When
State Content Standards	STAR tests, including California Standards Tests	Annually
Content Mastery	Unit tests, quizzes, oral presentations, performances, projects, lab reports, and research papers. Also see AP and CIE below	Ongoing throughout the year
UC/CSU eligibility	Course enrollments, course grades, SAT/ACT tests results, and GPA	Enrollments and grades quarterly. PSAT/SAT sophomore, junior, and senior years
AP and CIE Courses	AP and CIE tests and examinations	Annually
College Level Coursework	Final grades earned by students	End of course

Academic Performance Index

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”
– California Education Code § 47605 (b)(5)(C)

WSCA will meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation, Education Code § 47605(c)(1). In order to be eligible for renewal, WSCA will meet the requirements of § 47607(b) of the Education Code.

As shown in chart Key Summative Student Assessment Goals, progress will be objectively measured by a range of methods including the annual statewide assessments for each grade, by other adopted statewide assessments, and by AP and CIE exam results. The annual school SARC report will be made available to parents and to the public. Progress will also be measured by classroom teachers in the traditional manner, such as through quizzes, essays, projects, performances, portfolios, exhibitions, tests, and exams. Progress will be discussed on a regular basis with parents and students (see Draft WSCA Student Handbook).

Use and Reporting of Data

Assessments will be used to inform WSCA regarding the mastery of content by students, the effectiveness of instruction and when additional and/or different instruction is needed. This use of assessment data will occur on four levels. The first level is to assist WSCA to identify the progress of individual students, providing the opportunity to identify individual students who are making appropriate progress, those who are not, and those who are excelling. Using this information, teachers and the counseling staff can provide specific assistance to each student as needed. (See previous discussions of PLC, Low Achieving Students, English Language Learners and Services for Students under the IDEIA.) This also includes counseling students on accelerated/enriched learning opportunities. Students needing extra assistance and/or time will also have several resources available to them. Teachers will offer weekly tutorial (office) hours. WSCA will offer a tutorial program, staffed by qualified parents, other students and local college students, based on PCS’s model. Students seeking more rigorous academic work will be encouraged to accelerate to a higher level course offered by WSCA and may also be encouraged to take courses at Sierra (Community) College and CSUS Sacramento. The Rocklin community and the anticipated parent base include many parents who speak more than one language. Specific efforts will be made by WSCA to match ELL with tutors fluent in the student’s primary language.

The second level for the use of assessment data is to identify situations during the school year where groups of students are not meeting expectations in a specific class, course or subject area. Teachers and/or departments will use assessment data to identify these situations and determine what steps are needed to provide additional instruction or re-teach to address the shortcomings. (See previous discussions of PLC, Low Achieving Students, English Language Learners and Services for Students under the IDEIA.)

The third level for the use of assessment data is to evaluate and continually improve the educational program through a review of the curriculum, instructional, and evaluation practices. For example, assessment results that show a broad lack of mastery in a specific topic or skill will trigger an evaluation by teachers, a department or the entire school of what is taught, what resources are available to teach it, how it is being taught, and the most appropriate manner to re-teach that specific content area.

Finally, as summarized in the Key Summative Outcome Goals chart, assessments will provide an overview of the success of WSCA’s academic program as a whole. As a college preparatory school, this will include information such as average GPA, the percentage of students receiving acceptance to their college of choice, which colleges students are attending, and the average SAT, SAT 2, AP, and CEI scores

of graduates. It may also include information from surveys of WSCA graduates. In-depth reviews of all aspects of the academic program including academic achievement on standardized tests such as STAR – CST/CAT6/SABE/2 & CAHSEE, consistent with WSCA API Growth Plan, will occur twice a year by faculty, mid-year and summer, and at least annually by the Board.

DataWise – Electronic Learning Assessment Resource

WSCA will utilize an Electronic Learning Assessment Resource (ELAR) to support the four uses of assessment discussed above. ELARs are programs that simplify delivery, aggregation and disaggregation of data, providing teachers and administrators with information that allows them to make better decisions and design more individualized learning and instructional programs. Using DataWise, a widely recognized ELAR in California, WSCA will have the capacity to:

- Report the results of statewide pupil assessment programs in aggregate and disaggregate forms for analysis by administrators and teachers to plan for improved pupil achievement.
- Quickly identify achievement gaps.
- Link results of assessments to instructional strategies that are aligned to state adopted content standards and the curriculum frameworks.
- Provide information that can be tailored to individual pupil, classroom, school, and/or state level data.
- Reduce overhead and additional cost of assisting teachers and school administrators to plan.
- Align instruction to address academic deficiencies and strengths identified by both standardized and criterion referenced academic assessments.

SECTION V – GOVERNANCE STRUCTURE

*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.”
– California Education Code § 47605(b)(5)(D)*

Non-Profit Public Benefit Corporation

WSCA will be operated by RA, which has constituted itself as a California non-profit public benefit corporation pursuant to California law and has had its 501(c)(3) status recognized by the Internal Revenue Service. WSAC will be governed pursuant to its adopted Bylaws, as subsequently amended from time to time, which will be consistent with this Charter.

WSCA will operate autonomously from the chartering entity, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the chartering entity and RA. Pursuant to California Education Code § 47604(c), the chartering entity will not be liable for the debts and obligations of WSCA, or for claims arising from the performance of acts, errors, or omissions by WSCA as long as the chartering entity has complied with all oversight responsibilities required by law.

WSCA will operate as a performance-based organization, as described by researchers such as Lawler, Osborne, Gaebler, and Deming. (See Appendix 21 for more information on performance-based organizations.) A performance-based organization has specific goals, measurable objectives, and the managerial flexibility to achieve them.

Managerial Expertise/Executive Team

WSCA will benefit from the mature educational, administrative, and fiscal systems and procedures and experienced staff already supporting RA. Under the leadership of RA's experienced Executive Director, WSCA will operate under the management of the RA Executive Team. The Executive Team consists of Executive Director David Patterson, Principal Patricia Teilh, and Business Manager Melissa Tritle. Executive Director Patterson is a nationally recognized expert on charter schools. He has thirty years of managerial, policy, and legislative experience at the local, state, and federal levels. He has also served as an elected school board member in Del Paso Heights and Rocklin. Dr. Patterson earned a Doctorate in Education Administration and Policy from the University of Southern California. He was the lead petitioner for RA for both of the existing schools. He has served as Executive Director of RA since July of 2003. Principal Patricia Teilh has thirty-three years of experience in public and private schools. Ms. Teilh has served as a Principal for 13 years, at three schools. She has a wide range of professional experience. Ms. Teilh has an administrative services credential and a Masters in Educational Leadership. Business Manager Melissa Tritle has 4 years of accounting and personnel experience in K-12 and higher education. She has earned a Masters in Accounting, and is currently in the process of obtaining her CPA. See Appendix 8 for more information on these individuals. A highly capable and qualified Principal for WSCA will be hired prior to the opening of WSCA and will be added to the Executive Team. See Appendix 22 for the job descriptions for each of these positions. The Executive Team is supported by a dedicated group of educational, administrative, and clerical staff members. Additional management and faculty with appropriate seventh through twelfth grade experience will be hired as part of the WSCA start-up process. See Appendix 23 for an organizational chart which reflects this additional staff. RA's strong academic record, high quality operations and administrative, fiscal stability, strong fiscal reserves, and the strength of the WSCA educational model insures RA's ability to attract additional highly qualified staff.

Board of Directors

The current RA Board consists of ~~seven~~ voting ~~members and two nonvoting members~~ ~~representatives to the board~~. Two voting board members are founding members, serving since the opening of the first school in 2001. ~~Two~~ ~~Six~~ ~~of~~ ~~four~~ members are parents of students attending our schools, and ~~the seventh member is a parent~~ of a former student. Each board member brings significant experience and a strong commitment to RA. The bylaws allow for up to nine voting ~~members and three nonvoting members~~ ~~representatives to of the Board~~. Parents have a key role in the governance of all RA schools through their service as members of the Board. This will also be true for parents of students attending WSAC. ~~In addition to the collaborative role teachers have in guiding the educational program of RA schools, teachers will also have a direct role guiding WSCA through their role as non-voting Board members.~~

The ~~seven~~ voting members of the Board are:

- ~~Wendy Boyd, Chairperson (Founding Board Member, Dental Hygienist, and parent of an RA alumnus)~~
- ~~Rick Miller (Education Consultant)~~
- ~~Stephen Siler (Health Industry Statistician, Parent of RA student(s))~~
- ~~Margaret Broussard (Attorney)~~
- ~~Doug Johnson (Public Sector Personnel Consultant)~~
- ~~Jarrett Black (High School Language Arts Teacher)~~
- ~~Melissa Garrido (Teacher)~~

~~The two nonvoting members of~~ ~~representatives to the Board are:~~

- ~~Principal Patricia Teilh~~
- ~~Teacher Jillayne Antoon~~
- ~~Teacher Amy Alford~~
- ~~Teacher Melissa Whitney~~

As outlined in the Bylaws, members of the Board serve one year renewable terms. An annual organization meeting, the appointment of Directors, and the election of corporate officers occurs at the Board's meeting each August, in accordance with the Bylaws. The Board is committed to recruiting parents of students attending WSCA to serve on the Board.

RA's Bylaws permit at least one representative of the Board of Education of RUSD, as chartering entity for the existing schools, and at least one representative of the SBE, as chartering entity for WSCA, to serve on the Board. To date neither RUSD nor SBE has appointed a member to serve on the Board. If RUSD or SBE makes such an appointment, the representative(s) will sit on the Board as an ex-officio member who facilitates communications and mutual understanding between RA, the school(s), and the chartering entities ⁴The Board has a strong record of leadership, stability, and fiscal responsibility. The outstanding academic success, strong and stable management, six successive years of unqualified audits, and healthy fiscal reserves, are reflective of the leadership that will also guide the implementation and operation of WSCA. The Board will be fully responsible for the operation and fiscal affairs of all three schools including, but not limited to, the following:

1. Recruiting, hiring, and evaluating the Executive Director;
2. Financial and operational management of WSCA;
3. Adoption of WSCA's annual financial budget;
4. Oversee receipt of operating funds by the school in accordance with the terms and procedures of the Charter Schools Act;
5. Oversee solicitation and receipt of grants and donations to WSCA;
6. Personnel policies and procedures and employee disciplinary matters;
7. Approval of hiring and dismissal recommendations made by the Executive Director;

⁴ Voting representation is determined by RUSD and SBE respectively. Non-voting representatives may not be on the Board, but may sit as a representative to the board.

8. Approval of contracts with outside entities or persons;
9. Financial audit oversight;
10. Relations with the chartering entity;
11. All matters related to charter approval, amendment, or revocation; and
12. Defend RA from any adverse legal actions.

The Board may initiate and carry on any program or activity, or otherwise act in any manner which is neither in conflict with, nor inconsistent with, nor preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Board may execute any powers delegated to it by law and will discharge any duty imposed by law upon it and may delegate to any employee any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Board will defend RA from any adverse claims or legal actions. To date RA has not had any claims or lawsuits filed against it.

The Board will address program concerns regarding the operation and improvement of WSCA. The Board is the final policy-making authority for WSCA. The Board will recommend programs, policies, and schedules designed to meet the evolving educational needs of WSCA's students, parents, and teachers.

All Board meetings will be held in accordance with the Brown Act and will be open to the public and each agenda will include time for community input with regard to WSCA. However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Decisions made in closed session will be reported in open session at the conclusion of the closed session. The board meetings will be held in compliance with the Bylaws.

Executive Director

The Executive Director is the Chief Executive Officer of Rocklin Academy's three schools, Rocklin Academy at Turnstone, Rocklin Academy at Meyers Street, and the future Western Sierra Collegiate Academy. The Executive Director reports to the Board, and is responsible for providing overall leadership and direction to the organization in the fulfillment of the Board policies and priorities. The Executive Director promotes the vision of the Board and is the Board's chief advisor, overseeing the strategic and operational plans of the corporation's three schools.

The Executive Director has overall day-to-day management responsibilities of the corporation and its three schools, determined by the Board as outlined in the Bylaws, job specification and the job specific employment contract. The Executive Director will ensure the corporation operates in fulfillment of the mission as spelled out in the charter(s) and in compliance with charter school law, RA Bylaws and applicable education law. The Executive Director will work with the Board and its committees to ensure the corporation makes sound strategic decisions, based on the effective use of student, programmatic and fiscal data. The Executive Director will ensure that the schools maintain a focus on student achievement. The Executive Director will serve as a spokesperson for RA to further the school(s) prominence within the local, state and national education and charter school communities.

Specifically, the responsibilities of the Executive Director, or his designee, will include, but are not limited to, the following:

- Oversee the strategic and operational plans of RA, including all its schools.
- Oversee the day to day management of RA, including the operations of all its schools.
- Develop Board meeting agenda in conjunction with the Board Chairperson in compliance with the Brown Act.

- Supervise and evaluate the Business Manager and the Principals.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with legal counsel and any outside consultants.
- Stay abreast of education laws and regulations.
- Oversee all purchasing, pay warrants, requisitions and other expenditures.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Oversee all necessary financial reports as required for proper ADA reporting.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Present a monthly financial report to the Board.
- Supervise student disciplinary matters when necessary.
- Attend SBE meetings and Board of Trustee meetings, as necessary, as the charter representative.
- Establish procedures designed to carry out Board policies.
- Oversee all responsibilities, obligations, and duties not assigned to the Board.

The Board and the Executive Director will work together to set annual goals. These annual goals for the Executive Director are approved by the Board. The Board evaluates the Executive Director's performance at least annually.

Business Manager

The Business Manager is the Chief Financial Officer of RA. The Business Manager reports to the Executive Director, and is responsible for providing management of budgeting, financial operations, and personnel. The primary objective of the Business Manager is to work with Administration to ensure that RA is operating in a fiscally and administratively responsible manner that is consistent with the corporation's mission. The essential duties and responsibilities of this position include, but are not limited to: the maintenance of appropriate fiscal controls, payroll, budget and budget oversight, financial, tax preparation, accounts payable, personnel and business operations

RA Turnstone and Meyers Principal

The Principal supervises the campus teachers and non-instructional staff. The Principal acts as the instructional leader at both elementary schools and is responsible for helping students achieve outcomes as outlined in the Educational Program. The Principal is responsible for executing Board policies, the conduct of educational activities, and the recruitment, training, and evaluation of teaching and support staff under the supervision and direction of the Executive Director.

WSCA Principal

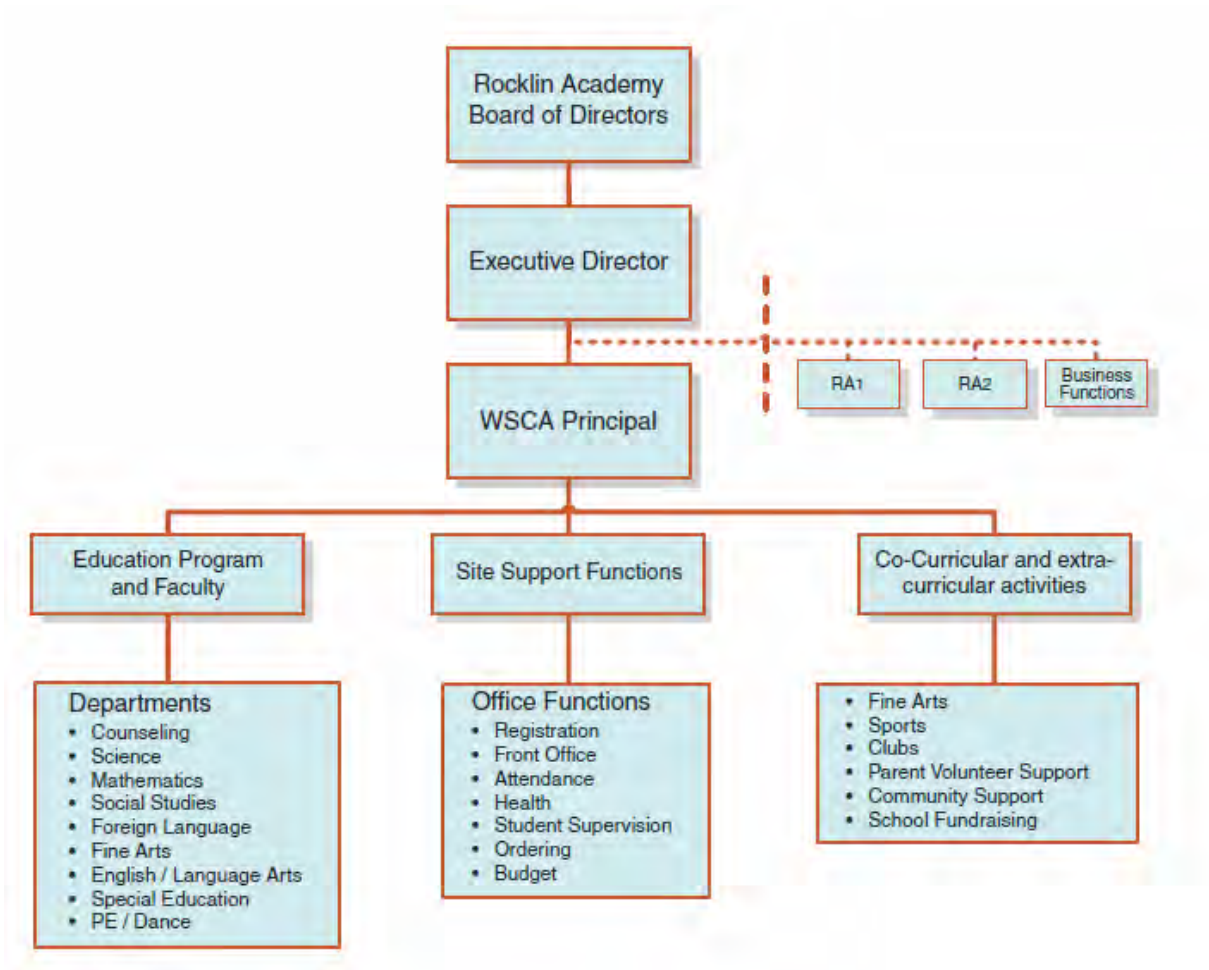
The Principal supervises the campus teachers and non-instructional staff. The Principal will act as the instructional leader at WSCA and shall be responsible for helping the students achieve outcomes as outlined in the Educational Program. The WSCA Principal will be responsible for executing Board policies, the conduct of educational activities, and the recruitment, training, and evaluation of teaching and support staff under the supervision and direction of the Executive Director.

The responsibilities of the Principal, or designee, may include, but are not limited to, the following:

- Oversee the implementation of an educational program consistent with WSCA mission and vision.
- Oversee development and implementation of curriculum in alignment with State of California Standards and Frameworks and the Core Knowledge Curriculum Sequence.
- Lead the teacher and staff hiring process.
- Provide timely performance evaluations of all employees.
- Participation in the dispute resolution procedure and the complaint procedure when necessary.
- Develop annual performance target goals.
- Oversee the recommendation and implementation of Individualized Education Plans (IEP) and attend said IEP meetings.
- Handle student disciplinary matters in accordance with policies and procedures.
- Plan and coordinate student orientation.
- Facilitate open house events.
- Oversee all parent/student/teacher relations.
- Staying abreast of education laws and legislation.
- Implement site safety procedures in compliance with all applicable laws.
- Create and appoint committees to assist in the execution of certain planning and administrative functions.
- Establish and execute enrollment procedures.
- Supervise all employees and volunteers.

Organizational Chart

The organizational chart below illustrates the function organization of WSCA under RA.



Parental Input Regarding the Educational Program

As required by Education Code § 47605, WSCA will use a range of methods to consult with and receive parental input. These methods are currently in use for parents attending existing RA schools and include parent/student/teacher conferences, open houses, email and phone communication, parent and student surveys, parent participation on committees, parent participation on the Board, and parent participation in the parent council.

Parent/Student/Teacher Conferences: Parent/student/teacher conferences will be scheduled upon request of a teacher or a parent. These conferences may occur at any time during the year, but will be clustered at the end of grading periods.

Open House: WSCA will conduct an all campus Open House at least once per year. Teachers will be available and all parents will be invited.

Email and Phone Communication: All teachers will have access to email and phones in order to communicate with families.

Parent and Student Survey: As are all current parents of RA students, all WSCA parents will be surveyed regarding their levels of satisfaction and to obtain their input on how we can improve annually. We currently are participating in the Center on Educational Governance (CEG) at USC Stakeholder (parent) Satisfaction Surveys, which provides a high quality survey instrument and the ability to compare our results with other schools. Students will also be surveyed, also using CEG at USC Stakeholder (student) Satisfaction Surveys. The survey results are reviewed annually by the faculty, administration, and Board.

Parent Participation on Committees: Parents also participate on a wide range of school committees. These include the Strategic Planning Committee, the curriculum committee and the site safety committee.

Parent Participation on the Board of Directors: The membership of the Board of Directors has always included a significant number of parents of current students. The Board will recruit one or more WSCA parent to serve on the Board upon opening of the school.

Parent Participation in WSCA: Ongoing participation by parents is an important part of WSCA. Each family will be required to sign a commitment to provide 30 hours of volunteer service to WSCA. (See Appendix 32 for a copy of the draft WSCA parent contract, WSCA will use that contract as the foundation for its contract.) Building on the participation of parents at RA and PCS, parents will provide a wide range of activities including but not limited to supervision of activities (such as clubs), tutoring support, coaching and supporting sports, supporting fine arts opportunities, community building and outreach, and fundraising. There will be a wide range of opportunities for parents to provide service, including opportunities for parents to meet their obligation at home or in non-conventional ways. In addition, there will be a process to waive the service requirement for a family whose circumstances make meeting the service requirement hard/not possible.

WSCA School Operations Committee

The School Operations Committee (“Committee”) shall at a minimum include the Executive Director, the WSCA Principal, two faculty members selected by the faculty, one staff member selected by their peers and two parent representatives selected by the parents/guardians of enrolled WSCA students. The Committee will aid the Executive Director and the Principal in the execution of the school’s mission, the formulation and execution of its education program, and the configuration and maintenance of its facilities. The Committee will also serve as an advisory board to the RA board. The Committee will meet on a regular basis and focus its work on:

- Upholding the mission and vision of the School;
- Oversee the implementation of the Charter;
- Provide notice and hold meetings in compliance with the Brown Act.
- Create external or sub-committees as needed;
- Develop local operational policies for approval by the Board of RA (as required) as well as work with the school's administration, staff and parents to implement such policies;
- Monitor the school budget and the school's fiscal practices, including solicitation and receipt of grants and donations;
- Assess and monitor the instruction programs; and
- Develop local student and family policies for approval by the Board of RA (as required), and assess and supervise the implementation of student and family policies including but not limited to, recruitment, admissions, disciplinary policies including suspension and expulsion.

SECTION VI – EMPLOYEE QUALIFICATIONS

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

Hiring Process and Employee Qualifications

RA will recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that believe in the instructional philosophy outlined in our educational philosophy. In accordance with Education Code § 47605(d)(1), RA will be nonsectarian in its employment practices and all other operations. RA will not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender or disability or any other characteristic described in Education Code Section 220. All employees of the charter schools will be employees of RA and will be at-will employees or will work under an employment contract.

WSCA Principal

The Principal supervises the campus teachers and non-instructional staff. The Principal shall act as the instructional leader at the School and shall be responsible for helping the School students achieve outcomes as outlined in the Educational Program. The WSCA Principal will be responsible for executing Board policies, the conduct of educational activities, and the recruitment, training, and evaluation of teaching and support staff as further outlined in the job specification and employment contract.

Candidates for this position will possess:

- Excellent communication and community-building skills
- Administrative experience
- Extensive knowledge of curriculum development
- A record of success in developing teachers
- Experience in performance assessment

This individual must meet all of the following minimum requirements:

- Valid California Administrative Credential, or equivalent experience
- Valid California Teaching Credential, or equivalent experience
- Possession of a Master’s Degree or higher desirable

Teachers

WSCA shall comply with Education Code § 47605(l), which states in pertinent part:

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

Core Teaching Faculty, as providers of the day-to-day teaching and guidance to the students, are the primary resources of the School. In a school culture that promotes academic rigor and success for all students, grade level core teachers are responsible for, but not limited to:

- Subject instruction
- Curriculum planning
- Collaboration with fellow faculty and administrators
- Student assessment
- Communication with parents

Candidates for these positions will possess:

- A commitment to students and learning
- Knowledge about their subject material
- A willingness to be innovative and dynamic in their instruction methods

These individuals must meet all of the following minimum requirements:

- Bachelor's Degree
- Valid California Teaching Credential or equivalent.
- If appropriate, or determined by WSCA or the State of California as required, the individual will hold all appropriate supplemental credentials.

Additionally, core teachers, as defined by the No Child Left Behind Act, shall meet the applicable definitions of the highly qualified requirements. Teachers of core, college-preparatory classes shall meet the applicable definitions of the ~~highly~~ "highly qualified" requirements. Under NCLB, in order to teach a core class, a teacher is designated as ~~highly qualified~~ "highly qualified" if they:

- 1) Hold a Bachelor's Degree; and
- 2) Hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold; and
- 3) Demonstrate sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law.

Teachers are not required to be ~~highly qualified~~ "highly qualified" in order to teach non-core, non-college preparatory courses. Educators in non-core classes, defined as those who are providing specialized learning opportunities, e.g., physical education, will have subject matter expertise, professional experience, and the demonstrated ability to engage learner's participation in the educational process as determined by the School, and meet NCLB requirements.

Paraprofessionals who are required to be ~~highly qualified~~ "highly qualified" under the federal No Child Left Behind Act, will meet NCLB requirements.

All employees, including but not limited to librarians, library aids and health aids will possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by RA.

All employees will be fingerprinted and will successfully pass all required Department of Justice/Federal Bureau of Investigations and LiveScan checks and undergo background checks that provide for the health and safety of faculty, staff and students.

In accordance with applicable law, RA reserves the right to recruit, interview and hire anyone at any time who has the best qualifications to fill any of its positions and/or vacancies.

RA will use a range of procedures and resources in the identification and hiring of the most qualified employees. Position descriptions will appropriately detail the work responsibilities and subject matter competence required. Recruitment will include the use of comprehensive job listing services such as EdJoin, Education Week, and the Sacramento Bee. Other sources such as university and college placement services may be used. RA has traditionally participated in job fairs, such as the one sponsored annually by the Placer County Office of Education. The hiring process for full time staff is intense. It typically includes a rigorous paper screening process and multiple structured interviews. Participants in the hiring process may include administration, teachers, other staff members, and parents. Teaching applicants typically are required to prepare and present a lesson. All this effort is part of RA's commitment to find the best possible employees who are committed to supporting high levels of achievement by all students and to the mission and vision of RA.

Professional Development: Retention and Development of a Highly Qualified Faculty

Once employed, ongoing professional development is an integral part of professional practice for all teachers and administrators at WSCA. Ongoing professional development is essential to the continued development of faculty skills and expertise, and the retention of high quality faculty members. WSCA's professional development will follow the standards of the National Staff Development Council. (See Appendix 24 for these standards.) Specialized professional development will include but not be limited to Core Knowledge, Advanced Placement, and Cambridge University teacher training. (See Appendix 25 for additional information about these trainings.) All full time RA employees are evaluated at least annually. The faculty evaluation system was created based on a review of the literature, practice at other public and private schools, and extensive discussion with faculty, administration, and the Board. Foundations for the structure include California Standards for the Teaching Profession and National Board for Professional Teaching Standards – The Five Core Propositions.

Employee Compensation and Benefits

RA provides competitive salaries and benefits to its employees. RA recognizes that it will need to provide employees who will work at WSCA with competitive salaries and benefits. In addition to the competitive salaries provided by RA, RA provides support for benefits significantly higher than provided by local districts (currently \$767 per month for full time employee). RA currently provides a comprehensive package of benefits including sick leave, health, dental, vision and life insurance. RA also pays all applicable employment and retirement taxes and fees (e.g., social security, PERS, STRS).

Employees are informed of their benefits, their rights and policies and procedures through the RA Employee Handbook (the "Handbook"). The Handbook includes information regarding recruitment, working conditions, salaries, benefits, and employment policies. Salaries, benefits, and working conditions are reviewed annually by administration, and recommendations for changes are made to the Board.

Payroll for all RA employees is processed through PCOE. All full time teachers will be paid salary and offered annual employment contracts. Other employees are compensated in alignment with their job descriptions.

Evaluation of Employees

Faculty members are evaluated annually pursuant to an evaluation process that includes classroom observations, self-evaluation, and evaluation by the administrator, and a professional growth plan. Faculty members are evaluated based on the following seven dimensions.

- 1 Content Knowledge
- 2 Designing, Planning, Documentation, and Assessment of Work
- 3 Pedagogy, Instruction, Delivery
- 4 Classroom Management
- 5 Student Performance
- 6 Parent Partnership
- 7 Professionalism/Professional Responsibilities

Job Descriptions

See Appendix 22 for key position job descriptions.

Executive Director

The Executive Director is the Chief Executive Officer of RA (the corporation). The Executive Director reports to the Board, and is responsible for providing overall leadership and direction to the organization in the fulfillment of the Board policies and priorities. Specific Executive Director functions include directing the corporation's programmatic, organizational and financial plans and activities that further the corporations' mission and goals. The Executive Director promotes the vision of the Board and is the Board's chief advisor.

Principals

The Principals supervise the campus teachers and non-instructional staff. The WSCA Principal will act as the instructional leader at WSCA and will be responsible for helping students achieve outcomes as outlined in the Educational Program.

Candidates for this position will possess:

- Excellent communication and community-building skills
- Administrative experience
- Extensive knowledge of curriculum development
- A record of success in developing teachers
- Experience in performance assessment
- Experience in collaborative instructional leadership

This individual must meet all of the following minimum requirements:

- Valid California Administrative Credential, or equivalent experience
- Valid California Teaching Credential, or equivalent experience
- Possession of a Master's Degree or higher, desirable

Teachers

A critical foundation of educational excellence is the recruitment and selection of high-quality teachers to teach core, college preparatory courses. WSCA plans to employ the finest teachers available who are committed to our mission and vision. The most important qualifications for teachers are expertise in his or her subject matter, a demonstrable effectiveness in teaching diverse youth, being collegial and a team player, a willingness to take responsibility for WSCA as a whole, and, at minimum, possessing a teacher credential as required by law and being "Highly Qualified" as defined in California under No Child Left Behind ("NCLB").

Using a range of recruitment methods, including EdJoin, a recruitment section on WSCA's website, relationships with teacher education programs at colleges, and advertisements in publications such as Education Week/Teachers Magazine, WSCA will recruit both experienced/and expert teachers to provide a deep foundation and new teachers with unending energy and an eagerness to learn. WSCA will seek teachers with a proven track record in helping students achieve in academic competitions and at high levels on exams like the Advanced Placement Test.

WSCA will comply with Education Code § 47605(l), which states in pertinent part:

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

Core Teaching Faculty, as providers of the day-to-day teaching and guidance to the students, are the primary resource of WSCA. In a school culture that promotes academic rigor and success for all students, grade level core teachers are responsible for, but not limited to:

- Core subject instruction in mathematics, language arts, science, and history/social studies
- Curriculum planning
- Collaboration with fellow faculty and administrators
- Student assessment
- Communication with parents

Candidates for these positions will possess:

- A commitment to students and learning
- Knowledge about their subject material
- A willingness to be innovative and dynamic in their instruction methods

These individuals must meet all of the following minimum requirements:

- Bachelor's Degree
- Valid California Teaching Credential or equivalent.
- If appropriate, or determined by RA or the State of California as required, the individual will hold all appropriate supplemental credentials.

Additionally, core teachers, as defined by NCLB, will meet the applicable definitions of the highly qualified requirements. Educators in non-core, non-college preparatory classes, defined as those who are providing specialized learning opportunities, e.g., physical education, will have subject matter expertise, professional experience and the demonstrated ability to engage learner's participation in the educational process as determined by the School and meet any applicable requirements of the NCLB legislation.

SECTION VII – DESCRIPTION OF EMPLOYEE RIGHTS

Employee Representation

*“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act”
– California Education Code § 47605(b)(5)(O)*

RA will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (–EERA”).

Rights of School District Employees

*“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.”
– California Education Code § 47605(b)(5)(M)*

Employees of RUSD who choose to leave the employment of RUSD to work in WSCA will have no automatic rights of return to RUSD after employment by RA unless specifically granted by RUSD through a leave of absence or other agreement.

All employees of RA will be considered the exclusive employees of RA and not of RUSD nor the SBE, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at RUSD or any other school district will not be transferred to RA. Employment by RA provides no rights of employment at any other entity, including any rights in the case of closure of WSCA. All employment by RA or WSCA will be voluntary.

An employee of the charter school shall have the following rights:

(A) Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify.

(B) Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.

(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the State Board of Education determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.

Retirement Benefits

*“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.”
– California Education Code § 47605(b)(5)(K)*

All full-time employees at WSCA will participate in a qualified retirement plan including but not limited to State Teachers Retirement System (–STRS”), Public Employees Retirement System (–PERS”), and the federal social security system based on their eligibility to participate. RA teachers participate in STRS. Non-credentialed staff who qualify participate in PERS and social security. All other staff participate in the federal

social security system. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies.

SECTION VIII – HEALTH AND SAFETY PROCEDURES

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 record summary as described in § 44237.

– California Education Code § 47605(b)(5)(F)

In order to provide safety for all students and staff, WSCA will adopt and implement health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. Upon adoption, the full set of policies will replace those in the appendix and be incorporated as a part of this Charter. As such policies are subject to regular updating and amending based on many factors, including, but not limited to, judicial rulings, changes to the Education Code or other laws, and requirements of our insurance carrier the Appendix may change often without being considered a material change to the Charter.

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

Procedures for Background Checks

Employees and contractors of WSCA will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code §§ 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice and receive a clear criminal record summary. Prior to commencing employment, the WSCA Principal will monitor compliance with this policy. The Executive Director will monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of an employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of an employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

WSCA will follow the requirement of Education Code § 49406 in requiring tuberculosis testing of all employees.

Immunizations

WSCA will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code § 120325-120375, and Title 17, California Code of Regulations §§ 6000-6075.

CPR/First Aid Training

All employees should be CPR/First Aid trained before the end of their first year of employment.

Medication in School

WSCA will adhere to Education Code § 49423 regarding administration of medication in school. Vision/Hearing/Scoliosis WSCA will adhere to Education Code § 49450, et seq, as applicable to the grade levels served by the school.

Oral Health Examinations

WSCA will require its students to comply with all oral health examinations pursuant to Education Code § 49452.8.

Emergency Preparedness

WSCA will adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan will 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 WSCA. If the School is not situated on a public school site it will develop its own Emergency Preparedness Plan specific to the site.

Blood Borne Pathogens

WSCA will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. RA has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (-HIV") and hepatitis B virus (-HBV"). This plan includes the annual training of staff.

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

Diabetes [note this only applies to schools with a 7th grade]

Beginning in the 2010-11 school year, WSCA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code § 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

Drug Free/Alcohol Free/Smoke Free Environment

WSCA will maintain a drug, alcohol and tobacco free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained

in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Integrated Complaint and Investigation Procedure

WSCA will utilize RA's existing complaint and investigation procedure to centralize all complaints and concerns coming into the school. Under the direction of the Board, the Executive Director will be responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

Comprehensive Sexual Harassment Policies and Procedures

WSCA is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. WSCA will adopt a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at WSCA (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature is very serious and will be addressed in accordance with WSCA sexual harassment policy. See Appendix 26 for the WSCA Sexual Harassment Policy (draft).

School Facility Safety

WSCA will comply with all applicable federal environmental laws. WSCA will comply with Education Code § 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. WSCA agrees to test, or if in a district owned or leased facility, to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. WSCA will conduct fire drills monthly. As is current practice with RA Turnstone and RA Meyers, if WSCA students are housed at facilities belonging to the chartering entity, WSCA will operate under the provisions of the School Safety Plan of the facility where it is housed. If WSCA is not operating under the School Safety Plan of the facility where it is housed, it will implement its own school safety and disaster preparedness plan that will be based on the provisions of Education Code § 32286(a).

SECTION IX – DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING AND RENEWAL

*The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter.”
– California Education Code § 47605(b)(5)(N)*

WSCA and the Authorizer will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise.

The Charter School shall fulfill any specific provisions relating to dispute resolution that the State Board of Education determines necessary and appropriate in recognition of the fact that the State Board of Education is not a local education agency. The charter school shall split costs of the dispute resolution with the State Board of Education unless otherwise agreed..

Because, it is not a local education agency, the State Board of Education may choose resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the State Board of Education intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.

If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto.

Any complaints/concerns received by the Authorizer about any aspect of the operation of WSCA or about WSCA shall be promptly forwarded by the Authorizer to the Board. To the extent that such concerns/complaints may involve issues related to possible revocation or non-renewal of the Charter, the Authorizer may request that WSCA inform the Authorizer of how such concerns/complaints were or will be addressed. WSCA agrees to provide such information. The parties recognize that WSCA shall not be obligated to release information that is determined by law to be confidential in nature and not subject to release to the Authorizer.

Mediation: Prior to the filing of any litigation between the Authorizer and WSCA, the parties agree to meet to attempt to resolve the issues. If such meetings are not successful, the parties shall attempt to resolve the issue by way of non-binding mediation. Each party shall be responsible for its own costs and expenses related to participation in mediation. The parties shall mutually agree on a mediator and WSCA shall bear the full expense of the mediator. WSCA recognizes that because the SBE is not a local educational agency, it may choose to resolve a dispute directly instead of pursuing mediation as specified here, provided that if the SBE does choose to resolve a dispute directly, it must first hold a public hearing to consider arguments for and against the direct resolution of that dispute.

If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the Charter in accordance with Education Code § 47604.5, the matter will be addressed at the State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto.

SECTION X – STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

Admission Requirements

“Admission requirements, if applicable.”
– California Education Code § 47605(b)(5)(H)

WSCA will not discriminate on the basis of race, religion, color, national origin, age, sex, ~~or~~ disability or any other characteristic described in Education Code Section 220 in its educational programs, activities, or employment. All educational opportunities will be offered free of tuition and without regard to race, religion, color, national origin, age, sex, or disability.

The recruitment activities are planned to reach all students in grades seven through twelve in the local community and to promote a diverse student base. Information will be submitted to local newspapers introducing WSCA and our vision for our students. An informative website has been developed (www.wscacademy.org) and will be regularly updated with information about WSCA and our admission process. The website will include information explaining that WSCA is open to and welcomes all students who share our mission, and that academic support services are available for students that need them. An information brochure will be developed in both English and Spanish. The brochure will also explain that WSCA is open to all students. A series of widely publicized informational meetings will be held to inform the community about WSCA and the admission process. Advertisements will be taken out in local newspapers, such as the Placer Herald. Flyers describing WSCA and the opportunities we provide will be mass distributed to homes in Rocklin. Information tables will be set up at major community events, such as the annual Rocklin Jubilee, Rocklin Chamber of Commerce events, and sporting events. Additionally, information about WSCA will be provided to local community based organizations and groups, and to local churches.

A copy of the WSCA Student Handbook will be available on the WSCA website and a copy will be provided to each student annually at the beginning of the school year.

Enrollment in WSCA will be open to any student or resident of California committed to completing an academically rigorous college preparatory program. Enrollment is not based on prior academic achievement. WSCA is a partnership between the school, the student and their family. In this partnership, each party has responsibilities. As part of the admission process all three parties, WSCA, the student and their parent(s), will sign a ~~partnership agreement~~ which will outline the commitment each has to the mission, vision and education program of WSCA and the basic responsibilities of each. Students who are currently under an expulsion from a public school may not enroll in WSCA until the expulsion term is documented as completed, and the student completes the rehabilitation plan created by the former school or as created by WSCA on behalf of the student.

An open application period will occur annually (typically in early spring) at dates to be available to the public on our website or by contacting WSCA.

WSCA will admit all students who wish to enroll, subject to capacity. If the number of students wishing to attend exceeds the WSCA capacity, one or more public random drawings consistent with the provisions of Education Code § 47605(d)(2)(B) will be used to select students. This lottery will be conducted in a public setting, at a time and place (e.g., RA Turnstone or the WSCA school site) to be made known in advance to the community. The lottery process will be used to determine who will be offered enrollment, and the order of the waiting list.

If WSCA receives grant funding for the federal Public Charter School Grant Program, the federal Credit Enhancement for Charter School Facilities Grants Program or the federal State Charter School Facilities Incentive Grants Program from the California Department of Education, it will (for the period of receipt and exhaustion of these grants) establish admission criteria that are consistent with these programs and that are applicable to:

- Students returning from the previous year;
- Siblings of students currently enrolled at WSCA;
- Children the founders and teachers of WSCA as long as the total number of students in this category is less than 10% of total enrollment.

If WSCA does not receive grant funding for the federal Charter School Program, the federal Credit Enhancement for Charter School Facilities Grants Program or the federal State Charter School Facilities Incentive Grants Program from the California Department of Education or is in the final year of receiving such grant funding and has obligated all grant funds then, a preference for enrollment will be given according to WSCA policy to:

- Residents of the RUSD.
- Students returning from the previous year.ⁱ
- Siblings of currently enrolled students.
- Students of Founding Families.ⁱⁱ
- Children of the staff and of the Board of Directors of WSCA.
- Students on a wait list.
- Other California residents.

A waiting list of applicants at each grade level will be maintained to fill vacancies that occur during the school year. When a drawing is necessary after an enrollment period has ended, it will be conducted in accordance with the preference groups established herein.

Any applicant that has filed false information on any form in order to gain entrance to WSCA will not be admitted, along with any sibling and/or relative who has gained admission through the "sibling priority preference" as stated in this Charter. If at any subsequent point it has been factually determined that an applicant filed false information to gain admission into WSCA, the student and any sibling and/or relative who benefited from the "sibling priority preference" may be disenrolled from WSCA after an opportunity to appear and present to the Board.

ⁱ For the purposes of this preference, students enrolling at WSCA from the existing RA schools will be considered returning students of WSCA.

ⁱⁱ A WSCA Founding Family is defined as parents or guardians who completed a combined total of 150 documented hours of volunteer time towards the establishment of the school prior to the Charter School approval.

Means to Achieve Racial/Ethnic Balance Reflective of District

“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 school district to which the charter petition is submitted.”
– California Education Code Section § 47605(b)(5)(G)

WSCA will strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the RUSD. Students will be considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation.

Rocklin Academy's student population is already more diverse than RUSD. Rocklin Academy's diversity index is 24, compared to RUSD's diversity index of 21 (Source: Ed-Data). Rocklin Academy has a higher percentage of Filipino and Asian students, the same percentage of Native Americans and a slightly lower percentage of Caucasian, Hispanic and African American students (Source: Ed-Data). Based on the success of Rocklin Academy's ability to enroll a diverse student population, WSCA expects it also will be successful in enrolling a diverse student population.

WSCA will implement a recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of RUSD, including providing Spanish language materials:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process;
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of RUSD;
- Outreach activities include, but are not limited to:
 - o Press releases and other communications with local print and broadcast news media;
 - o Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions.

SBE has expressed its interest in WSCA student population reflecting the racial and ethnic balance of RUSD as a whole. In light of this mutual goal, WSCA requests that RUSD include information about WSCA on its website and in its informational materials,

As part of outreach to Spanish speakers, WSCA prepares:

- a. General information sheets, and other key documents, including the school vision and mission statement in Spanish
- b. Information in Spanish on the WSCA website

WSCA will also monitor and report to CDE its enrollment data annually in a timeframe that will allow analysis of the data by CDE and any necessary changes to the recruitment process to be made for subsequent years. WSCA agrees to adopt changes recommended by CDE.

Public School Attendance Alternatives

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

– California Education Code § 47605(b)(5)(L)

No student may be required to attend WSCA. Students who do not want to attend WSCA may attend the schools in the school district where they reside, or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in WSCA will be informed on admissions forms that the students have no right to admission in a particular school of an local education agency (or program of any local education agency) as a consequence of enrollment in WSCA, except to the extent that such a right is extended by the local education agency.

Pupil Suspension and Expulsion

“The procedures by which pupils can be suspended or expelled.”

– California Education Code § 47605(b)(5)(J)

Students will not be suspended or expelled for academic failure. Students will only be suspended or expelled for actions for which they could be suspended or expelled from a school district, as defined by Education Code §§ 48900 to 48926.

WSCA acknowledges the responsibility of each student, parent, volunteer, faculty, staff member and administrator to contribute to the wellbeing of the community by demonstrating responsibility and accountability for individual and group actions. It is WSCA's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

The purpose of discipline at WSCA is to:

- Promote genuine pupil development;
- Increase respect of authority;
- Assist in the growth of self-discipline; and
- Provide an orderly atmosphere conducive to learning and to promote character development.

The WSCA suspension and expulsion policies will be printed and distributed to the WSCA community as part of the School's Student-Family Handbook. The Handbook will clearly describe our academic and behavioral expectations including attendance, work habits, harassment, substance abuse, violence, and safety requirements. School discipline will be addressed during orientation and all students, parents, and guardians will be asked to verify that they have reviewed and understand the policies and procedures.

Any student who engages in repeated violations of WSCA's behavioral expectations may be required to attend a meeting with the WSCA staff and the student's parent/guardian. WSCA may prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. The Principal may discipline and ultimately suspend or recommend expulsion to the Board for students who fail to comply with the terms of a remediation agreement. Students who present an immediate threat to health and safety may also be immediately suspended and later expelled by the Board upon recommendation of the Principal. WSCA's policies will provide all students with due process and will be developed to conform to applicable federal laws relating to discipline of students with exceptional needs prior to beginning instruction.

WSCA will notify SBE of any expulsions and will include suspension and expulsion data in its annual performance report.

As outlined in RA's Suspension and Expulsion Policy for WSCA, the hearing process mandated for school districts therein will be followed as closely as is feasible with the Board acting as Governing Board of a school district. Given that WSCA does not have all of the powers of a Governing Board, some actions cannot be directly implemented, such as assignment to a continuation school, and these cases will be forwarded to the Governing Board of the chartering entity or the student's district of residence.

WSCA will comply with Education Code § 47605(d)(3) notification requirements.

A student will be suspension prior to expulsion. The only mandatory expulsion will be due to those acts under the Federal Gun Free Schools Act. Notice of expulsion will be provided back to the district of residence if a student is expelled.

WSCA acknowledges that special education students have special rights relating to suspension and expulsion and these are detailed more fully in the draft WSCA suspension and expulsion policy. See Appendix 27 for the draft WSCA suspension and expulsion policy. The finalized Suspension and Expulsion Policy will replace Appendix 27 upon adoption and be incorporated herein as part of the Charter.

SECTION XI – FINANCIAL PLANNING, BUSINESS MATTERS, REPORTING AND ACCOUNTABILITY

WSCA is a wholly separate and independent entity from SBE.

WSCA will receive funding in accordance with Education Code § 47630 et. seq., and applicable federal law. WSCA may receive its funding directly from the state or through any other available mechanism. Any funds due to WSCA that flow through SBE will be promptly forwarded to WSCA in accordance with law. RA and SBE will negotiate in good faith on an annual basis to develop a memorandum of understanding that establishes the relationship between the two parties.

SBE will be reimbursed its actual costs up to 1% of the revenue of WSCA (defined in accordance with Education Code § 47613(a) through (f)) supervision and oversight costs. —Revenue” is defined by Education Code § 47613(f) as the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Education Code § 47632. SBE will provide and/or perform the supervisory oversight tasks and duties specified by Education Code § 47604.32 and/or necessitated by this Charter. These supervisory oversight services also include, but are not necessarily limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement the Charter.
- Regular review, analysis, and dialogue regarding the annual performance report of the school.
- Monitoring of compliance with the terms of this Charter and related agreements.
- Good faith efforts to implement the dispute resolution and related processes described in Section IX of this Charter.
- Timely and good faith review of requests to renew or amend this Charter as permitted under law.

Fiscal Strength and Support

RA has significant financial strength. This strength includes strong financial reserves of \$1,139,777. RA has received a California Department of Education Planning Grant of \$45,000 to support the creation of WSCA. In addition, WSCA will be eligible for a California Implementation Grant of \$450,000. (WSCA’s proposed budget does not include this funding. The budget will be revised upon approval of the grant.) WSCA is also able to apply for a Charter School Revolving Loan for up to \$250,000, immediately upon approval.

WSCA will be served by the same financial systems provided under contract to RA by the Placer County Office of Education (“PCOE”). These include accounting and payroll services, including STRS and PERS reporting, and state reporting (to the California Department of Education). The use of PCOE’s fiscal systems also provide the sponsoring district of the existing schools and the PCOE with full access to financial data as necessary for their oversight role, further ensuring appropriate safeguarding of public funds. RA also uses PowerSchool™, a student information system (SIS) used extensively in California and through the United States. PowerSchool™ will be used for student attendance accounting and reporting. PowerSchool™ is recognized as meeting California requirements for attendance accounting (average daily attendance claims and support for audits of attendance) by the California Department of Education. This SIS also provides comprehensive student databases, state reporting, scheduling, and administrative tools. RA will provide all administrative services, further ensuring high quality services, in a cost-effective manner.

WSCA will be served by the same financial systems provided under contract to RA by the PCOE. (See Appendix 28 for a letter of support from PCOE.) This includes accounting and payroll services, including STRS and PERS reporting, and state reporting (to the California Department of Education). The use of PCOE’s fiscal systems also provides SBE and PCOE with full access to financial data as necessary for their oversight role, further ensuring appropriate safeguarding of public funds.

Insurance

RA will secure and maintain, on behalf of WSCA, commercially reasonable general liability, workers' compensation, and other necessary insurance coverage. RA will secure and maintain, at a minimum, insurance as set forth below to protect WSCA from claims that may arise from its operations:

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect WSCA from claims under Workers' Compensation Acts, which may arise from its operations;
- General Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy will be endorsed to name SBE as an additional insured.

(These amounts may be increased upon recommendation of the Insurer or as required by agreement between the SBE and RA.)

RA will maintain adequate property and liability insurance, for WSCA. Types and amounts will be agreed upon in an operational agreement between SBE and RA. Consistent with Education Code § 47604(c) proof of insurance will be provided to the SBE prior to the opening of school and thereafter each July 1st. WSCA will be responsible for all charges for such insurance coverage.

Administrative Services

As necessary, RA will contract for administrative services with service providers as appropriate. RA has already had positive preliminary discussions with PCOE regarding providing the same fiscal and administrative services as it currently provides for the two existing schools.

Currently RA has an appropriate and mutually cooperative business relationship with RUSD as the chartering entity for the Existing Schools. WSCA make seek to expand the relationship between RUSD and the two Existing Schools to mutually benefit WSCA and RUSD. As part of such a relationship, RA may seek to purchase services from RUSD with regard to WSCA. The specific terms under which any services or goods may be provided, and the cost for these services or goods, if any, will be contained in a separate, written agreement.

Annual Performance Report

The Rocklin Academy Board will annually review the effectiveness of WSCA. The review will be guided by three key questions:

- 1 Is the academic program a success?
- 2 Is the school a viable organization?
- 3 Is the school true to the Charter?

WSCA will compile and provide to the chartering entity by December 15th of each year an Annual Performance Report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in Section IV from assessment instruments and techniques listed in Section IV.
- An analysis of whether student performance is meeting the goals specified in Section IV. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions during the year.
- Data on the level of parent involvement in the school's governance and other aspects of the school, and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- An overview of the school's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

Audits

"The manner in which an annual, independent financial audit 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."

– California Education Code § 47605(b)(5)(l)

An annual independent fiscal audit of the books and records of WSCA will be conducted as required under the Charter Schools Act §§ 47605(b)(5)(l) and 47605(m). The books and records of WSCA 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 of WSCA may be included in the audit process of all schools operated by RA, however as an LEA WSCA will have an independent audit pursuant to Education Code § 41020. The audit will provide separate revenues and expenditures and balance sheet data for ~~for~~ WSCA. The audit will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the Education Audit Appeals Panel Audit Guide.

The Board will select an independent financial auditor from the list approved by the State Controller's Office and through a request for proposal format. The Board may use an audit committee to advise the board. 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. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's full report, including the auditor's findings will be forwarded to the County Superintendent of Schools, the State Controller, and to the CDE, Charter Schools Division by the 15th of December of each year. A review of each year's audit will occur at a Board meeting. Copies of each audit will be available on request to parents and any other community member. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them. The Board will submit a report to SBE describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of SBE along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in Section IX of this Charter, or, if applicable, referred to the Education Audit Appeals Panel appeal process as cited in Education Code § 41344.. SCA agrees that all compliance issues revealed in the audit findings will be the responsibility of WSCA to correct. Should the audit note any exceptions or deficiencies, WSCA will implement a procedure whereby they will:

1. Inform in writing all audit recipients of any exception and/or deficiency, WSCA disputes or believes has already corrected by the time or submitting the audit, along with supporting documentation.
2. Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at the time of the audit submission.
3. Resolves all outstanding or disputed exceptions and/or deficiencies to the satisfaction of the SBE and to the satisfaction of the California Department of Education, School Fiscal Services Division, in a timely manner.

The independent fiscal audit of WSCA is public record and will be provided to the public upon request.

In accordance with Education Code § 47604.3, WSCA will promptly respond to all reasonable inquires of the chartering entity. WSCA recognizes the right of the chartering entity to inspect or observe any part of WSCA at any time.

For the last six years RA has received unqualified, positive fiscal and compliance audits from the highly qualified firm of Perry-Smith LLC. Perry-Smith is a full-service accounting firm located in Sacramento. It is also the firm that has been used in recent years by RUSD. Pursuant to CDE guidelines, last year RA changed auditors. For the 2006-07 school year, RA's independent audit was conducted by Gilbert and Associates, another highly respected Sacramento firm. Gilbert and Associates is also providing audit services to RUSD.

See Appendix 4 for the last three years of audits (2004-05, 2005-06, 2006-07). See Appendix 3 for the RA Turnstone 2006-07 Annual School Report.

Budgets and Cash Flow

*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.
– California Education Code § 47605(g)*

See Appendix 29 for the following documents:

- Projected budget for five years, including startup costs; and
- Cash flow and financial projections for the first five years of operation.

These documents are based upon certain projected enrollments for the five years. The documents are also based on the best estimates of revenues and costs available to the Charter School at this time.

Financial Reporting

WSCA will provide reports to SBE as follows, and will provide additional fiscal reports as requested by SBE:

- 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 December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of WSCA's annual, independent financial audit report for the preceding fiscal year will be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- 3 By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- 4 By September 15, a final unaudited report for the full prior year. The report submitted to the District will include an annual statement of all WSCA's receipts and expenditures for the preceding fiscal year.

RA and WSCA will maintain appropriate records. In accordance with the timelines required by Education Code §47604.33, a copy of the proposed fiscal year budget for WSCA, financial reports, and unaudited actual will be forwarded to SBE. WSCA will be operated in accordance with generally accepted accounting principles (-GAAP"). A business operations manual has been developed/adopted and will be utilized for WSCA's day-to-day business functions.

SECTION XII – POTENTIAL CIVIL LIABILITY EFFECTS

*“Potential civil liability effects, if any, upon the school and upon the District.”
– California Education Code Section 47605(g)*

Intent

This statement is intended to fulfill the terms of Education Code § 47605(g) and provide information regarding the proposed operation and potential effects of WSCA on SBE.

Civil Liability/Insurance

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

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

The RA Bylaws will provide for indemnification of the Board, officers, agents, and employees, and RA will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance types and amounts will be determined by recommendation of the insurance company for the existing school, but shall, at the minimum, be the amounts identified in the charter. The SBE will be named an additional insured on the general liability insurance of WSCA.

SECTION XIII – CLOSURE PROTOCOL

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

– California Education Code § 47605(b)(5)(P)

We do not expect WSCA to close. However, in the event of WSCA closing, we will work with SBE and our outside auditors to ensure the preparation of the closing audit and the disposition of net assets and liabilities. Immediate notification will be provided to SBE regarding any consideration of closure.

Consistent with 5 CCR 11962, the following procedures will apply in the event WSCA closes, regardless of the reason for closure:

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

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

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

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

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

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

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any assets acquired from RUSD or RUSD property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

- ~~Closure of WSCA will be documented by official action of the Board. The action will identify the reason for closure. The Board will promptly notify the chartering agency entity of the closure and of the effective date of the closure.~~
- ~~The Board will be responsible for communication of closure to students, parents, and staff. The Board will ensure notification to the parents and students of WSCA of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close WSCA.~~
- ~~As applicable, WSCA will provide parents, students and the chartering agency entity 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. For student records, we will work with RUSD SBE to ensure that records for current students are delivered to the district of residence for those students. For alumni/alumnae, we would store records at RA assuming RA is still operating other schools, if not, then at the PCOE. For personnel records, RA will hold these records after closure of WSCA.~~
- ~~As soon as reasonably practical, WSCA will prepare final financial records. WSCA will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The final audit will include an accounting of all financial assets, including cash and accounts receivable, and an inventory of property and equipment and other items of material value, as well as an accounting of all liabilities, including accounts payable, and any reduction in apportionments as a result of audit findings, loans, unpaid staff compensation etc. WSCA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by WSCA and will be provided to the chartering agency entity promptly upon its completion.~~
- ~~On closure of WSCA, all assets and liabilities of WSCA held by RA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending WSCA, remain the sole property and obligation of RA and will be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. On closure, RA will remain solely responsible for all liabilities arising from the operation of WSCA.~~
- ~~As WSCA is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of WSCA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.~~

SECTION XIV– MISCELLANEOUS

Administrative Services

WSCA will receive administrative services through the Placer County Office of Education in the same manner that Rocklin Academy two existing schools are served.

Mandated Costs

In order to meet the health, safety, and public accountability requirements of all public school children at WSCA, the Charter School shall comply with the following state-mandated programs:

- Annual Parent Notifications
- Clean School Restrooms
- Comprehensive School Safety Plans
- Criminal Background Checks
- Graduation Requirements
- Open Meetings Act/Brown Act
- Immunization Records
- Parent Conferences and Notification- Students in danger of Failing a Course
- Physical Performance Tests
- Pupil Promotion and Retention as applicable to Grade 7-12
- School Accountability Report Cards
- Scoliosis Screenings
- Standardized Testing and Reporting
- Student Records
- The Stull Act – Teacher Evaluations

It is the expressed intent of WSCA to comply with all of the aforementioned mandates and file directly for reimbursements where permitted. If a reimbursement claim can only be filed through the sponsoring district, the sponsoring district agrees to fold the Charter School claim into its claim and pass through 100% of the Charter School direct costs with 30 days of receipt by the sponsoring district. The sponsoring district shall be entitled to keep the indirect cost rate for all Charter School claims so combined.

Eligible expenses which the sponsoring district incurs as a result of current charter school law, subsequent charter school legislation, or CDE interpretations of these laws are not the responsibility of the Charter School and should be addressed by the sponsoring district through the State's Mandated Cost Reimbursement Program's Charter School claims.

Facilities

Proposition 39/WSCA Facilities

WSCA will provide classroom instruction at one facility within the RUSD boundaries and, as applicable, will notify SBE of any change of number or location of facilities as required by Education Code § 47605(a)(4).

WSCA will be requesting a single contiguous facility from RUSD under the provisions of Proposition 39. As discussed in Section III, Educational Philosophy and Program, a contiguous facility is an important

element of WSCA educational program, contributing to academic performance and providing socioemotional benefits to students. The two locations identified as possible locations for WSCA are Rocklin High School or Whitney High School. WSCA believes that the opportunity exists for facility options beyond those mandated by Proposition 39 that would be to the benefit of students attending WSCA and RUSD, and benefiting the community as a whole. WSCA is open to discussing options with RUSD and other possible interested parties.

See Appendix 30 for a description of the expected facilities requirements.

In the event that Proposition 39 facilities are accepted by WSCA, a Facilities Use Agreement will be negotiated between the parties for purposes of space provided by RUSD under Proposition 39. The offering of the facilities by RUSD and acceptance of the facilities by WSCA will fulfill the requirement for making a material change to the Charter.

Transportation

WSCA is a school of choice and therefore it will be the responsibility of parents/guardians to provide transportation of students to and from the school.

Renewal of Charter

SBE agrees to receive and review the annual fiscal audit and Performance Report as specified in Section XI. Within two months of the receipt of these Annual Reports, SBE will notify, in writing, the Board if it does not consider the school to be making satisfactory progress relative to the goals specified in this Charter. This notification will include a specific listing and description of any areas of concern.

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

Term of the Charter

The term of the WSCA charter will be five years from the first day WSCA commences classes eligible for apportionment. WSCA and the chartering entity agree to work together to accomplish all tasks necessary to fully implement this charter, including, but not limited to, the submission of any necessary and prepared waiver requests to the State Board of Education.

Severability

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

Attachments

The documents and materials attached to this charter petition (e.g., appendices) are for informational purposes only and are not part of the charter except as noted in the charter.

SECTION XV– CONCLUSION

By approving this charter, SBE will be fulfilling the intent of the Charter Schools Act to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanding learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval. Timely approval of the charter petition is needed for the charter to begin operations in the fall of 2009.

Appendix 1:	“Learning for Tomorrow’s World” First Results from PISA 2003
Appendix 2:	“Closing the Achievement Gap” Report by Ed-Trust West
Appendix 3:	Annual Report – Rocklin Academy (2006-2007)
Appendix 4:	Audit Reports – Rocklin Academy (2005, 2006, 2007)
Appendix 5:	Strategic Plan – Rocklin Academy
Appendix 6:	Articles of Incorporation - Rocklin Academy
Appendix 7:	Bylaws – Rocklin Academy
Appendix 8:	Resumes – Executive Team for Rocklin Academy
Appendix 9:	Research on the Benefits of Small Schools
Appendix 10:	Concurrent Enrollment at Sierra College and Sacramento State University
Appendix 11:	Research paper: “The Interaction Effect of Transition Grade to High School with Gender and Grade Level upon Drop Out Rates” By John Alspaugh
Appendix 12:	“Grade Configuration: Who Goes Where” By Catherine Paglin and Jennifer Fager
Appendix 13:	School Calendar – Rocklin Academy – Turnstone and Meyers (2008/2009)
Appendix 14:	WSCA Student Handbook
Appendix 15:	Core Knowledge Curriculum Sequence for grades seven and eight
Appendix 16:	A comparison of Core Knowledge and California State Standards
Appendix 17:	Research on the effectiveness of Core Knowledge
Appendix 18:	University of Cambridge, AICE and CIE Examinations
Appendix 19:	“What Is A ‘Professional Learning Community?’” By Richard DuFour
Appendix 20:	Four Year College Handbook – Pacific Collegiate School
Appendix 21:	Reference Material: Performance Based Organizations
Appendix 22:	Job Descriptions – Rocklin Academy Executive Team Members
Appendix 23:	Organizational Chart – WSCA Staff
Appendix 24:	Standards for National Staff Development Council
Appendix 25:	Faculty training for Advanced Placement, Core Knowledge, and Cambridge University
Appendix 26:	WSCA Sexual Harassment Policy (draft)
Appendix 27:	Procedures for Suspension or Expulsion
Appendix 28:	Support letter from Placer County Office of Education
Appendix 29:	Projected First Year Budget, Start Up Costs, Cash Flow and Financial Projections
Appendix 30:	Expected Facility Requirements
Appendix 31:	Impact Statement
Appendix 32:	WSCA Parent Contract
Appendix 33:	Sample Course Syllabus and Supplemental Materials
Appendix 34:	The Map of Standards for English Language Learners
Appendix 35:	Placer County SELPA 504 Handbook
Appendix 36:	Rocklin Unified School District’s Statement of Reasons (1/16/08)

- Appendix 37: Rocklin Academy's Response to Statement of Reasons (1/16/08)
- Appendix 38: Letter of Submission for revised WSCA Charter
- Appendix 39: WSCA Course Guide
- Appendix 40: The A-G Curriculum: COLLEGE-PREP? WORK-PREP? LIFE-PREP. Understanding and Implementing a Rigorous Curriculum for All
- Appendix 41: MOU Between RUSD and RA (Including Special Education)

