



## ROCKLIN ACADEMY FAMILY OF SCHOOLS

DECEMBER 4, 2019

VIA: HAND DELIVERY

David W. Gordon, County Superintendent of Schools  
Sacramento County Office of Education  
P.O. Box 269003  
Sacramento, CA 95826

**Re: *American River Collegiate Academy Appeal to the Sacramento County Board of Education***

Dear Superintendent Gordon:

This letter is to inform you that the Rocklin Academy, seeking to operate American River Collegiate Academy (the "Charter School"), hereby appeals the denial of its charter petition by the San Juan Unified School District (the "District") to the Sacramento County Board of Education (the "County Board"), as provided for in Education Code Section 47605(j)(1) and Title 5, California Code of Regulations Section 11967. Sacramento County Board of Education Administrative Rules and Regulations ("ARR") 2400, consistent with Title 5, California Code of Regulations Section 11967(a), require that a charter school whose petition has been denied and that wishes to appeal its petition to the County Board must provide the following information within 180 days after the denial action:

- (1) A complete copy of the charter petition as denied by the district governing board, including the signatures required by EC 47605. (Attached under Binder Tab 1.)
- (2) A copy of the governing board's action of denial of the petition and the governing board's written factual findings specific to the particular petition, as required by EC 47605(b). (Attached under Binder Tab 2)
- (3) A signed certification of compliance with applicable law. (Attached under Binder Tab 3.)
- (4) A description of any changes to the petition necessary to reflect the Board as the chartering entity. (Attached under Binder Tab 4.) This description also incorporates changes needed to:
  - a. Reflect the evaluation criteria established by Board policy and these ARR; (Attached under Binder Tab 5)
  - b. Address deficiencies noted in the district governing board's written factual findings (Attached under Binder Tab 6); and/or
  - c. Account for changes in projected revenues or expenditures. (No changes in projected revenue or expenditure have occurred since the charter was initially submitted.)

At its November 12, 2019 meeting, the District Board voted to deny the Charter School's charter petition. This appeal is therefore well within the 180-day limit for submission of an appeal of a charter petition, as stated in Title 5, California Code of Regulations Section 11967(a).

According to Education Code Section 47605(b) and Title 5, California Code of Regulations Section 11967(d), no later than 60 days after receiving a complete petition package, the Sacramento County Board of Education shall grant or deny the charter petition. We anticipate that the County Board will adhere to this timeline during its consideration of the charter petition.

Pursuant to ARR 2400 II (C) (1), as lead charter school petitioner, I hereby formally apply to the Sacramento County Board of Education for the approval of the attached charter petition. The Rocklin Academy looks forward to working with the County Board and the Sacramento County Office of Education during consideration of the charter petition. Please feel free to contact Jillayne Antoon ([jantoon@rocklinacademy.org](mailto:jantoon@rocklinacademy.org); (916) 778-4544.) if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Robin Stout".

Robin Stout, Executive Director/Superintendent  
Rocklin Academy Family of Schools



# **Tab 1**

# AMERICAN RIVER COLLEGIATE ACADEMY



## ROCKLIN ACADEMY FAMILY OF SCHOOLS

A CHARTER PETITION RESPECTFULLY SUBMITTED TO THE  
SAN JUAN UNIFIED SCHOOL DISTRICT

AUGUST 2019

REQUESTED CHARTER TERM:  
JULY 1, 2020– JUNE 30, 2025

## Table of Contents

<b>AFFIRMATIONS AND DECLARATION.....</b>	<b>4</b>
<b>INTRODUCTION .....</b>	<b>7</b>
<b>ELEMENT I: EDUCATIONAL PROGRAM.....</b>	<b>9</b>
A. MISSION STATEMENT .....	9
B. EDUCATIONAL PHILOSOPHY .....	9
C. STUDENTS TO BE SERVED: TARGETED SCHOOL POPULATION .....	10
D. HOW LEARNING BEST OCCURS .....	18
E. WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY .....	21
F. CURRICULUM AND INSTRUCTIONAL DESIGN .....	22
G. CURRICULUM AND INSTRUCTIONAL MATERIALS GRADES K-8 .....	27
H. CURRICULUM AND INSTRUCTIONAL STRATEGIES .....	31
I. CURRICULUM AND INSTRUCTIONAL STRATEGIES: GRADES 9-12 .....	40
J. PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING .....	49
K. PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING.....	50
L. PLAN FOR ENGLISH LEARNERS .....	51
M. PLAN FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS .....	54
N. PLAN FOR SPECIAL EDUCATION, SECTION 504 / DISABLED PUPILS.....	55
O. PROFESSIONAL DEVELOPMENT .....	70
P. COLLEGE ENTRANCE REQUIREMENTS AND TRANSFER OF COURSE CREDITS .....	71
Q. CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES.....	72
<b>ELEMENT II: MEASURABLE PUPIL OUTCOMES.....</b>	<b>73</b>
A. GOALS, ACTIONS, AND MEASURABLE OUTCOMES ALIGNED TO THE STATE PRIORITIES .....	74
<b>ELEMENT III: METHODS FOR MEASURING PUPIL PROGRESS.....</b>	<b>91</b>
A. COLLECTING, ANALYZING, AND REPORTING DATA .....	91
B. USE AND REPORTING OF DATA .....	92
<b>ELEMENT IV: GOVERNANCE STRUCTURE .....</b>	<b>94</b>
A. NON PROFIT PUBLIC BENEFIT CORPORATION .....	94
B. BOARD OF DIRECTORS .....	94
C. BOARD MEETINGS AND DUTIES .....	94
D. THE SUPERINTENDENT/EXECUTIVE DIRECTOR.....	95
E. DIRECTOR OF HUMAN RESOURCES/OPERATIONS .....	96
F. DIRECTOR OF FINANCE.....	97
G. DIRECTOR OF SPECIAL EDUCATION .....	97
H. DIRECTOR OF GROWTH AND COMMUNITY ENGAGEMENT .....	97
I. COORDINATOR OF STATE AND FEDERAL PROGRAMS .....	97
J. THE PRINCIPAL .....	98
K. ASSISTANT PRINCIPAL .....	98
L. PARENT INPUT REGARDING THE EDUCATIONAL PROGRAM .....	99

<b>ELEMENT V: EMPLOYEE QUALIFICATIONS .....</b>	<b>101</b>
<b>ELEMENT VI: HEALTH AND SAFETY PROCEDURES.....</b>	<b>105</b>
<b>ELEMENT VII: RACIAL AND ETHNIC BALANCE.....</b>	<b>110</b>
<b>ELEMENT VIII: ADMISSION POLICIES AND PROCEDURES.....</b>	<b>111</b>
<b>ELEMENT IX: ANNUAL INDEPENDENT FINANCIAL AUDIT .....</b>	<b>114</b>
<b>ELEMENT X: SUSPENSION AND EXPULSION PROCEDURES .....</b>	<b>115</b>
<b>ELEMENT XI: RETIREMENT BENEFITS.....</b>	<b>134</b>
<b>ELEMENT XII: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....</b>	<b>135</b>
<b>ELEMENT XIII: EMPLOYEE RETURN RIGHTS .....</b>	<b>136</b>
<b>ELEMENT XIV: DISPUTE RESOLUTION PROCEDURE.....</b>	<b>137</b>
<b>ELEMENT XV: SCHOOL CLOSURE PROCEDURES.....</b>	<b>139</b>
<b>MISCELLANEOUS CHARTER ELEMENTS .....</b>	<b>141</b>
A. BUDGETS AND FINANCIAL REPORTING.....	141
B. INSURANCE.....	141
C. ADMINISTRATIVE SERVICES .....	142
D. FACILITIES .....	142
E. TRANSPORTATION.....	143
F. ATTENDANCE ACCOUNTING .....	143
G. REPORTING.....	143
H. POTENTIAL CIVIL LIABILITY EFFECTS .....	143
<b>CONCLUSION .....</b>	<b>145</b>

## **APPENDICES**

- A: The Rocklin Academy Articles of Incorporation, Bylaws, and Conflict of Interest Code
- B: Sample Individual Student Plan Documents
- C: Sample Weekly Schedules
- D: "What is Professional Learning" Article
- E: 2019-2020 School Calendar
- F: Sample Year Long Plan
- G: Registration Documents and Sample Student Schedule
- H: Western Sierra Collegiate Academy School Profile
- I: EDCOE Master Contract
- J: Sample Elementary and High School Report Cards
- K: List of Board Members
- L: Danielson Framework
- M: Projected First Year Budget/Start Up Costs/Cash Flow/Budget Assumptions/Financial Projections for First Three Years
- N: Organizational Chart
- O: Signature Page



## **AFFIRMATIONS AND DECLARATION**

As the authorized lead petitioner, I, Robin Stout, hereby certify that the information submitted in this petition for a California public charter school to be named American River Collegiate Academy (“ARCA” or the “Charter School”), to be operated by The Rocklin Academy, and to be located within the boundaries of the San Juan Unified School District and authorized by the San Juan Unified School District (“SJUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Rocklin Academy declares that it shall be deemed the exclusive public school employer of the employees of American River Collegiate Academy Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who

has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

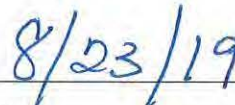
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]



- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall comply with Government Code 1090, et seq., as applicable to charter schools under Senate Bill 126 (2019).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Robin Stout, Lead Petitioner



Date

## Introduction

### Founding Group

The Rocklin Academy (“RA,” “Rocklin Academy Family of Schools” or “RAFOS”), a California non-profit public benefit corporation with 501(c)(3) tax exempt status, incorporated in 2000, was formed by experienced educators and dedicated parents. RA currently serves approximately 2,600 students, operating three high-quality elementary schools and one middle/high school serving the greater Rocklin area of Southern Placer County in California. We are appreciative of the partnership between RAFOS and our current authorizing districts and are proud to be operating RAFOS schools as part of the educational options in Placer County.

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 established the Western Sierra Collegiate Academy (“WSCA”) in 2009 in order to provide an additional public school educational choice for students in grades seven through twelve. The third elementary site (“RA Gateway”) opened in 2014 as a response to the high demand of RA’s elementary programs. Three of our schools are California Distinguished schools and Rocklin Academy Turnstone is a National Blue Ribbon School. Western Sierra Collegiate Academy is ranked by US World & News Report as one of the top high schools in the country.

American River Collegiate Academy seeks to serve a student population that reflects the diversity of the District and will be open to all students regardless of race, gender, socioeconomic status, or disability. Rocklin Academy was founded on the beliefs and values that all students have the ability to learn at high levels and the expectations of our organization/schools to meet or exceed that level. This belief drives our relentless pursuit of achievement for all students, and our work to address the significant and persistent disparity in academic performance between different groups of students existing in public schools across the Sacramento region today. Through our nationally recognized professional learning community, the rich content of Core Knowledge, and the use of research based, varied, differentiated and effective instructional practices, we work to ensure all students learn at high levels. Beyond the academic experience at American River Collegiate Academy, an important focus will be on the development of social emotional learning and character education. Our goal is to equip students to be knowledgeable, ethical, responsible, critical thinking, and engaged members of society.

In response to parent demand and community interest, RAFOS seeks to operate a K-12 program within the District. The intent of this Charter School is to provide the families and community a cohesive K-12 Core Knowledge and college preparatory educational program, to close the achievement gap. A graduate of American River Collegiate Academy will have completed all of the University of California A-G requirements, thus meeting and exceeding State Standards.

In this petition, we will share details about the impact of a cohesive K-12 program on students’ success. We are committed to working with the District to provide a proven exemplary K-12



educational option for families. We are fully prepared and committed to implementing the vision set forth in this charter petition.

American River Collegiate Academy will be operated by The Rocklin Academy. Rocklin Academy is operated under the direction of a Board of Directors (the "Board"). This Board is the founding group for American River Collegiate Academy. The Board has a strong record of leadership, stability, and fiscal responsibility. The outstanding academic success at the existing four charter schools, strong and stable management, over ten years of unqualified audits, and healthy fiscal reserves are reflective of the leadership that will also guide the implementation and operation of American River Collegiate Academy. American River Collegiate Academy will be operated by the Board pursuant to the Board's adopted Bylaws, as subsequently amended from time to time (the "Bylaws"), which shall be consistent with this Charter. See Appendix A for the RA Articles of Incorporation, Bylaws, and Conflict of Interest Code. Both the Articles of Incorporation and the Bylaws are incorporated herein and considered as part of the Charter.

## **Element I: Educational Program**

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

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

*If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).*

### **A. Mission Statement**

Rocklin Academy Family of Schools provides a distinct educational program strengthened by community and parent partnerships to achieve high standards, rich core content, and innovative learning.

### **B. Educational Philosophy**

#### ***Vision Statement***

We envision a school community that inspires its students to excel academically, pursue their passions, and impact the world with excellence.

#### **Five Core Values That Will Impact Student Achievement**

1. The future we want to create includes a community of leaders who have strong shared beliefs and values that all students have the ability to learn at high levels, and the expectations of our organization/schools to meet or exceed that level.
2. The future we want to create includes a community of leaders who are data savvy; they embrace and monitor data and use it to drive continuous improvement.



3. The future we want to create includes a community of leaders who have a collaborative relationship and establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving RAFOS-wide student learning and achievement goals.
4. The future we want to create includes a community of leaders who are knowledgeable, ethical, responsible, critical thinking, and engaged members of society.
5. The future we want to create includes a community of leaders who utilize research based, varied, differentiated and effective instructional practices to ensure all students learn at high levels.

### **C. Students To Be Served: Targeted School Population Whom the Charter School is Attempting to Educate**

American River Collegiate Academy seeks to serve diverse Citrus Heights area families who place a high value on education and learning and who want to participate as full partners in the education of their children in a rigorous, broad-based academic program. The Rocklin Academy Family of Schools' Board of Directors and management, and the charter petitioners, believe that learning best occurs when students are provided an educational program that challenges and motivates everyone to achieve their full potential.

At full capacity, American River Collegiate Academy intends to serve students in grades kindergarten through twelve. Consistent with other Rocklin Academy schools, the American River Collegiate Academy philosophy is that all students need a standards-based education that is dedicated to mastering a broad base of knowledge, developing rich vocabulary and full literacy and mathematics skills. The Core Knowledge Sequence was adopted by Rocklin Academy after a review of nineteen high-quality, research-based educational programs. The richness of the Core Knowledge Sequence, combined with research-proven teaching methods that motivate and engage students to work hard and learn more, empowers students to excel and be prepared for success in high school and college.

The American River Collegiate Academy elementary program, as a replication of Rocklin Academy Turnstone, Rocklin Academy at Meyers Street, and Rocklin Academy Gateway, will offer the same proven highly-successful educational program in order to increase the number of Citrus Heights and Sacramento families served in an ongoing quest to improve student learning. When enrollment at American River Collegiate Academy includes grades 7-12, we will replicate the high-quality program at Western Sierra Collegiate Academy. Students will leave American River Collegiate Academy prepared for an increasingly competitive global economy, confident that their skills will ensure success in college and the workplace. The primary goal of American River Collegiate Academy will be to work in partnership with families to assist students in becoming self-motivated, competent and lifelong learners. Rocklin Academy Family of Schools places a high value on education and learning. Our students will come from families who want to participate as full partners in the education of their children and are seeking a rigorous and flexible educational program.

The tables below show comparison academic data for RAFOS schools and the District schools located in the city of Citrus Heights from 2018.

<b>2017-2018 Comparison CAASPP Scores-ELA</b>								
<b>Percentage of Students Meeting or Exceeding Standards by Grade Level</b>								
	<b>Overall</b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>11<sup>th</sup></b>
<b>RA Turnstone</b>	<b>79%</b>	68%	85%	82%	78%			
<b>RA Meyers</b>	<b>69%</b>	73%	72%	70%	63%			
<b>RA Gateway</b>	<b>75%</b>	77%	81%	78%	69%	73%	74%	
<b>Western Sierra</b>	<b>75%</b>					78%	69%	73%
<b>SJUSD</b>	<b>46%</b>	43%	45%	43%	43%	45%	50%	51%
<b>Cambridge Heights</b>	<b>63%</b>	70%	63%	57%				
<b>Mariposa Avenue</b>	<b>24%</b>	37%	16%	22%				
<b>Carriage Drive</b>	<b>38%</b>	32%	47%	34%				
<b>Skycrest</b>	<b>33%</b>	29%	42%	29%				
<b>Arlington Heights</b>	<b>27%</b>	27%	31%	22%				
<b>Grand Oaks</b>	<b>30%</b>	31%	23%	35%				
<b>Woodside</b>	<b>43%</b>	35%	41%	56%	43%	45%	37%	



<b>Kingswood</b>	<b>24%</b>	27%	23%	23%	19%	26%	25%
<b>Sylvan</b>	<b>27%</b>				25%	27%	28%
<b>Mesa Verde</b>	<b>36%</b>						36%
<b>San Juan High</b>	<b>31%</b>						31%

"English Language Arts" Dataquest 2018 CAASPP Test Results. Available at: <http://cde.ca.gov>

<b>2017-2018 Comparison CAASPP Scores-Math</b>								
<b>Percentage of Students Meeting or Exceeding Standards by Grade Level</b>								
	<b>Overall</b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>11<sup>th</sup></b>
<b>RA Turnstone</b>	<b>75%</b>	72%	82%	74%	75%			
<b>RA Meyers</b>	<b>74%</b>	77%	76%	73%	70%			
<b>RA Gateway</b>	<b>69%</b>	80%	81%	74%	59%	60%	61%	
<b>Western Sierra</b>	<b>62%</b>					62%	57%	48%
<b>SJUSD</b>	<b>35%</b>	42%	38%	29%	35%	37%	38%	28%
<b>Cambridge Heights</b>	<b>52%</b>	59%	51%	46%				
<b>Mariposa Avenue</b>	<b>20%</b>	30%	18%	14%				
<b>Carriage Drive</b>	<b>29%</b>	35%	27%	26%				
<b>Skycrest</b>	<b>22%</b>	32%	25%	11%				

<b>Arlington Heights</b>	<b>22%</b>	33%	23%	7%			
<b>Grand Oaks</b>	<b>14%</b>	18%	15%	12%			
<b>Woodside</b>	<b>37%</b>	43%	28%	37%	42%	38%	35%
<b>Kingswood</b>	<b>15%</b>	30%	16%	14%	13%	31%	14%
<b>Sylvan</b>	<b>12%</b>				12%	12%	14%
<b>Mesa Verde</b>	<b>11%</b>						11%
<b>San Juan High</b>	<b>11%</b>						11%

"Math" Dataquest 2018 CAASPP Test Results. Available at: <http://cde.ca.gov>

The tables below show comparison demographic data from Rocklin Academy Family of Schools charter schools, Rocklin Unified School District ("RUSD") (the of the school districts in which we currently operate), San Juan Unified School District ("SJUSD"), as well as the elementary, middle, and high schools located in the City of Citrus Heights. As we have done in Rocklin, American River Collegiate Academy will strive to mirror the demographic data of the District.

<b>2017-2018 Student Ethnic/Racial Diversity</b>								
	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Hispanic</b>	<b>Filipino</b>	<b>African American</b>	<b>White</b>	<b>Two or More Races</b>
<b>RA Turnstone</b>	.3%	30.8%	0%	11.6%	3.5%	0.5%	38.9%	14.3%
<b>RA Meyers</b>	.6%	24.9%	0%	17.7%	3.3%	.6%	43.6%	8.8%
<b>RA Gateway</b>	.3%	22.0%	0%	14.6%	5.0%	1.6%	47.6%	8.6%

<b>Western Sierra</b>	.4%	13.6%	0.1%	12.7%	4.9%	1.7%	56.8%	9.7%
<b>RUSD</b>	.4%	8.6%	0.4%	14.6%	3.3%	1.6%	63.1%	7.3%
<b>SJUSD</b>	.9%	6.0%	0.7%	22.5%	1.3%	7.4%	55.8%	4.8%
<b>Cambridge Heights</b>	.8%	1.3%	0.5%	14.1%	0.5%	2.8%	74.2%	5.9%
<b>Mariposa Avenue</b>	0.3%	3.7%	0.8%	37.4%	1.1%	5.3%	46.7%	4.5%
<b>Carriage Drive</b>	0.4%	1.8%	0.5%	21.3%	0.7%	2.6%	65.6%	7.1%
<b>Skycrest</b>	0.2%	1.4%	0.2%	32.9%	0.6%	7.7%	51.2%	5.9%
<b>Arlington Heights</b>	0.6%	1.3%	0.3%	20.6%	0.6%	6.0%	66%	1.1%
<b>Grand Oaks</b>	1.6%	2.6%	0.3%	37%	0.0%	3.6%	44.8%	10.1%
<b>Woodside</b>	0.6%	1.0%	0.2%	28.3%	1.0%	3.1%	63.3%	4.8%
<b>Kingswood</b>	0.2%	1.7%	1.0%	52.7%	0.7%	8.6%	30.4%	4.6%
<b>Sylvan</b>	1.7%	2.9%	0.8%	29.5%	0.9%	5.3%	53.1%	5.7%
<b>Mesa Verde</b>	1.3%	2.3%	0.7%	34.8%	1.8%	5.5%	50.6%	3.1%
<b>San Juan High</b>	1.0%	1.3%	0.8%	39.8%	1.5%	11.4%	40.6%	3.5%

"2017-2018 Enrollment by Student Ethnic/Racial Diversity" Report. Available at: <https://www.ed-data.org/>

<b>2017-2018 Student Diversity</b>				
	<b>English Learners</b>	<b>Socioeconomically Disadvantaged</b>	<b>Foster Youth</b>	<b>Students w/ Disabilities</b>
<b>RA Turnstone</b>	8.9%	6.8%	*	8.6%



<b>RA Meyers</b>	5%	12.7%	*	9.4%
<b>RA Gateway</b>	6.4%	10.5%	*	9%
<b>Western Sierra</b>	.4%	13.1%	*	7%
<b>RUSD</b>	4.2%	18.5%	*	10.5%
<b>SJUSD</b>	12.7%	53.4	.005%	11.7%
<b>Cambridge Heights</b>	8.2%	38.6%	*	11%
<b>Mariposa Avenue</b>	23.6%	82.8%	*	16.7%
<b>Carriage Drive</b>	12.2%	58.3%	*	15.3%
<b>Skycrest</b>	39.4%	81.5%	*	16.3%
<b>Arlington Heights</b>	10.2%	66%	*	7.9%
<b>Grand Oaks</b>	22.7%	76.9%	*	17.2%
<b>Woodside</b>	11.3%	54.6%	*	10.8%
<b>Kingswood</b>	29.4%	87.8%	*	11.6%
<b>Sylvan</b>	7.4%	71.7%	*	17.2%
<b>Mesa Verde</b>	4.0%	69.1%	*	15.5%
<b>San Juan High</b>	9.9%	78.7%	.03%	16.6%

"2017-2018 Demographic Data" Report. Available at: <https://www.ed-data.org/>

The table below shows 2014-2015 graduation rates for Western Sierra's significant student groups as compared to the Rocklin Unified School District, Western Sierra's authorizer, the high schools located in the City of Citrus Heights, and the District overall.



2017-18: Graduation Rates						
	All Students	SED	Students w/Disability	Hispanic or Latino	White	Two or More Races
<b>Western Sierra</b>	98.2%	100%	90.2%	93.3%	98.6%	100%
<b>RUSD</b>	96.0%	91.4%	82.0%	92.7%	96.4%	95.1%
<b>Mesa Verde</b>	88.3%	87%	68.1%	93.8%	85.2%	*
<b>San Juan High</b>	76.9%	77.9%	63.3%	81.4%	71.0%	*
<b>SJUSD</b>	76.6%	69.7%	57.4%	77.9%	80.8%	60%

“Cohort Graduates Report” Available at: [www.ed-data.org](http://www.ed-data.org)

The table below shows the percentage of graduates meeting A-G requirements in 2017-18 for Western Sierra’s significant student groups as compared to its current authorizer, Rocklin Unified School District, the high schools in the City of Citrus Heights, and the District.

2017-18: % Graduates Meeting A-G Requirements						
	All Students	SED	Students w/Disability	Hispanic or Latino	White	Two or More Races
<b>Western Sierra</b>	98.2%	96.0%	100%	100%	98.5%	94.1%
<b>RUSD</b>	70.0%	54.3%	19.0%	62.6%	71.9%	63.6%
<b>Mesa Verde</b>	43.1%	40.1%	9.4%	39.3%	42.4%	*

<b>San Juan High</b>	12.9%	12.6%	10.5%	5.3%	22.4%	*
<b>SJUSD</b>	39.1%	25.2%	8.5%	28.6%	41.7%	37.0%

“Graduates Meeting UC/CSU Course Requirements Report” Available at: [www.ed-data.org](http://www.ed-data.org)

## American River Collegiate Academy Enrollment

Consistent with the other Rocklin Academy elementary schools, American River Collegiate Academy plans to have a student to teacher ratio of 24 to 1 in grades K-3, and 30 to 1 in grades 4-12. American River Collegiate Academy has modeled its budget based on enrollment of approximately 144 K-2 students in year one, based on existing numbers on Rocklin Academy's waiting lists and application data, as well as outreach done in the community. American River Collegiate Academy expects to have an ADA of 97% annually. By the end of the first charter term, American River Collegiate Academy plans to serve approximately 498 students in grades K – 6. These assumptions are not intended to be enrollment caps, but rather a reasonable and conservative approximation of the level of community interest that the petitioners believe exists.

The Charter School's anticipated growth plan for the charter term is as follows:

Grade Level	2020-21	2021-22	2022-23	2023-24	2024-25
K	48	72	72	72	72
1	48	48	72	72	72
2	48	48	48	72	72
3		48	48	48	72
4			60	60	60
5				60	60
6					60
7					
8					
<b>Totals</b>	<b>144</b>	<b>216</b>	<b>300</b>	<b>384</b>	<b>468</b>

This projection shall not be interpreted as the total authorized enrollment of the Charter School.

## D. How Learning Best Occurs

American River Collegiate Academy believes that learning best occurs when students receive a personalized instructional program. Students benefit when they are taught a comprehensive curriculum through innovative instructional design that promotes learning in a challenging and exciting way and, most importantly, when students are taught to love reading and become proficient readers (Walberg, 1981). Every child possesses a wide range of learning skills and deserves small group instruction and personal attention.

- *Learning Best Occurs When There is a School-wide Expectation of High Achievement*



At American River Collegiate Academy, every teacher will assist students to make significant gains by implementing frequent assessments, interventions, and individualized instruction when necessary. High expectations are an important part of a school culture and lead to higher student achievement. (Cotton, 1989.)

- *Learning Best Occurs When Teachers Are Highly Motivated*

American River Collegiate Academy is constructed to combat the enormous turnover among new teachers that plagues our public schools. It is estimated that 50% of new teachers leave the profession within five years (Ingersoll, 2001). Because the Charter School practices Collaborative Inquiry, new teachers will have the support of veterans to scaffold their learning. Teaming is school-wide, so teachers have multiple opportunities to learn from their colleagues and share their expertise in return. Additionally, teachers participate in governance, in-service education, peer-observations, and systematic, supportive evaluation.

- *Learning Best Occurs in a Culture of Caring*

American River Collegiate Academy's intent is to maintain small class sizes to provide students with personal attention in a safe and supportive learning environment. Instruction is student centered as students are maximally involved in the learning process. Multiple tiered systems of supports will be put in place to support students academically, social-emotionally, and behaviorally.

- *Learning Best Occurs When the Curriculum is Individualized*

American River Collegiate Academy believes that individualization should be a core component of all 21<sup>st</sup> century schools. American River Collegiate Academy's model uses a Multi-Tiered System of Supports ("MTSS") to support students academically, behaviorally, and social-emotionally, providing three tiers of intervention for students in need of additional assistance. Assessment results are analyzed to identify students who are failing to make adequate progress. For each student in this category, an Individualized Learning Plan ("ILP") is generated which specifies areas of strength and weakness, explicit classroom modifications, areas to target during intervention time, and specific goals and methods for parent support (See Sample ILP Documents in Appendix B). The first tier of intervention is in the classroom. Guided Reading groups and homogeneous math groups are used to deliver these more individualized objectives during normal classroom instruction. The second tier of intervention occurs throughout the through classroom interventions, but most comprehensively in our Enrichment Blocks. Enrichment Block typically occurs three to four times per week, for approximately 40 minutes (dependent on individual classroom schedule). During this time there is no new instruction. All students are working toward their individualized academic goals, based on recent assessment data, whether engaging in intervention, practice, or enrichment activities. Intervention teachers also work with students throughout the week during Enrichment Block or during another scheduled time during the week, on their individual goals (See Sample Weekly Schedules in Appendix C). If classroom modifications and interventions fail to help a student make adequate progress, the student enters a Student Study Team process and if necessary, the Special Education assessment process. This allows each



student to receive individualized attention and the services of specialists. Providing these three levels of intervention will allow American River Collegiate Academy to serve the most struggling students.

- *Learning Best Occurs When Students Have Extra Time to Practice*

Enrichment Block time as described above provides all students time each school day to practice individual skills. During this time, scheduled into the school day, there is no new instruction. Rather, students are provided intervention and enrichment opportunities tailored to meet the needs of each individual student, based on data.

- *Learning Best Occurs in a Well-Run School*

Finally, learning best occurs in a safe environment that is orderly and planned, the leadership is visible and involved, and expectations are clear and consistent.

American River Collegiate Academy will provide clear, consistent information on school and classroom expectations, policies, and procedures. A Multi-Tiered System of Supports will be developed and implemented to support students academically, social-emotionally, and behaviorally. American River Collegiate Academy will communicate and engage with families frequently. Newsletters, parent nights, community events, and performances are all manners in which the Charter School will stay connected with the community American River Collegiate Academy serves.

## **E. What It Means To Be An Educated Person In The 21st Century**

**American River Collegiate Academy students will be prepared to succeed in the 21st Century.**

An educated person in the 21st century is one who thinks globally but acts locally. Students today must understand the opportunities and dilemmas that will arise continually from changes in the political, social, economic, and environmental conditions in this country and in other countries around the world. These students will be responsible for making decisions that will affect our world in the 21st century. Creating an environmentally stable economy in the United States and addressing the complex issues of the global economy will be two, among myriad problems facing the next generation of leaders. Students at American River Collegiate Academy will acquire the academic and practical skills necessary to understand these matters, enabling them to make more informed decisions as leaders in the community.

The competitive nature of the 21st century global economy requires people in the United States to compete with others from around the world for employment opportunities, especially as greater numbers of businesses develop multi-national operations. Globalization of the economy demands that students demonstrate a keen understanding of other countries, their cultures and their economies. Creating and implementing new strategies for engaging in international cooperation and competition is requisite for students in the 21st century. This challenge will require an educational program that is far more interdisciplinary in nature than it has been in the past. In educating students for work and citizenship in the 21st century, American River Collegiate Academy will foster the following “habits of mind:” intellectual curiosity, creative expression, moral reasoning and empathy for others. American River Collegiate Academy will expect its students to engage in a system of thinking that involves articulating ideas and making informed decisions by hypothesizing, connecting, analyzing, using evidence and evaluating significance and perspective. American River Collegiate Academy’s educational program will create and maintain the conditions under which its students will achieve the Charter School’s goal that they become self-motivated, competent life-long learners.

In order to be prepared for success in the 21<sup>st</sup> century, American River Collegiate Academy students will:

- be inspired to be inquisitive and self-motivated life-long learners.
- communicate effectively through excellent listening, speaking, and writing skills.
- possess creative, logical, and critical thinking skills enhanced through visual and performing arts, science, and technology.
- comprehend and use technology as a tool for learning and communication.
- have confidence in adapting to new situations and be receptive to learning.
- be eager to synthesize and act upon new information.
- find, select, evaluate, organize and use information from various sources and disciplines of thought. They will be able to make logical connections among them.
- accept responsibility for personal decisions and actions.
- develop self-confidence and a willingness to take risks in a safe learning environment.



- learn concentration, perseverance, and independent working skills by setting goals and by self-assessment.
- develop an appreciation for the richness of shared knowledge that flows from the culturally diverse environment of California.
- be inspired to have empathy and courtesy for others.
- work both cooperatively and independently.

## **F. Curriculum and Instructional Design**

### **Overview**

The American River Collegiate Academy elementary program will replicate the highly successful educational program at existing Rocklin Academy elementary schools and, when a high school program is implemented, American River Collegiate Academy will replicate Western Sierra Collegiate Academy's highly successful college preparatory curriculum. American River Collegiate Academy will implement the Core Knowledge Sequence, and the supporting curricula, to prepare students for Advanced Placement ("AP") coursework beginning in 10<sup>th</sup> grade. Teachers will employ a cohesive set of research-based instructional methods and approaches to ensure all students are achieving academic success, and developing as self-motivated, competent, life-long learners. Strategies and methods include:

1. Data Driven Instruction Using Multiple Assessments
2. Direct (explicit) Instruction
3. Differentiated Instruction
4. Project-based Learning
5. Cooperative Learning
6. Family/Community-School Partnerships

The strategies listed above and described in more detail below are critical to effectively serve the students' development at American River Collegiate Academy. The research base for each strategy is described in the corresponding section and establishes the validity of each strategy for maximizing the learning for all students. Additionally, strong pedagogy raises student engagement and significantly reduces behavioral issues in the classroom. These methods have proven to be effective with a wide range of students, including those who are performing below grade level, English Learners ("ELs"), and those students with special needs. The consistent use of these instructional methods and classroom management techniques at all grade levels will provide a strong, predictable, and self-reinforcing component to the overall school culture. This consistency provides a foundation of understanding and support with all parents.

### **1. Data Driven Instruction Using Multiple Assessments**

Data-driven instruction comes from our teachers working together on research and planning, and the frequent, timely monitoring of student learning. Because American River Collegiate Academy, as a replication of other Rocklin Academy programs, will be a Professional Learning Community School, teaming is an integral part of monitoring student progress. Teachers will implement a cycle of learning that is consistent with the research finding of Mike Schmoker,



Larry Lezotte and Douglas Reeves, who advocate that students should be pre-assessed and then periodically be given specific benchmark exams in order to triangulate assessment data and accurately determine students' progress towards end goals and validate the various assessment tools that have been implemented. Prior to the Charter School opening, teachers will be trained in curriculum, instruction and assessment alignment.

Teachers use the data from common assessments, (developed in teams), surveys from students and observations/anecdotal records to homogeneously group their students into fluid and flexible groups and to improve instruction. A variety of assessments is used to accommodate each student's learning style and provide more than one option to show what they know. A system of interventions that provide students with extra time and support for learning is part of the three-tier intervention plan and the triangulation of data. Student data is continually examined and utilized to revise curriculum, instructional strategies and professional development needs. DuFour, R., Eaker, R. and DeFour, R. *On Common Ground: The Power of Professional Learning Communities*. The Source. 2005

## **2. Direct (Explicit) Instruction**

When teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular academic task, students learn more. As part of their repertoire, American River Collegiate Academy's teachers will use direct instruction when most appropriate to the learning task. Direct instruction takes learners through the steps of learning systematically, helping them see both the purpose and the result of each step. The basic components of direct instruction are:

- Setting clear goals for students and making sure they understand these goals
- Presenting a sequence of well-organized assignments
- Giving students clear, concise explanations and illustrations of the subject matter
- Asking frequent questions to see if the students understand the work
- Giving students frequent opportunities to practice what they have learned

Rosenshine, B. V. (1986). "Synthesis of Research on Explicit Teaching." *Educational Leadership*, 43:60-69.

## **3. Differentiated Instruction**

Not all students are alike. Based on this knowledge, a differentiated instructional approach to teaching and learning is used to give students multiple options for taking in information and making sense of ideas. American River Collegiate Academy teachers use instructional approaches that vary and are adapted in relation to the individual and diverse students. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. American River Collegiate Academy teachers use differentiated instruction as a method of helping more students in diverse classroom settings experience success. Curriculum differentiation shows to significantly improve the quality and quantity of learning for all students. American River Collegiate



Academy will utilize curriculum that is differentiated to best meet the needs of each individual student. This successfully proven teaching methodology will include acceleration, depth, complexity, and novelty.

- Acceleration: The rate at which a student progresses through curricular material may be adjusted over time to reflect a need to move more quickly or a need to give more time in a particular area of study. Teachers will pretest to determine which students have already mastered concepts to be taught. Those students who have mastered the concepts currently under study will have that material compacted out of their studies and they will be given other, more appropriate, material to study.
- Depth: Developing a thirst for knowledge in students requires nurturing interests that may not have been previously revealed by a cursory study of a subject. The study of one or more subjects in greater depth than allowed by traditional curriculum will increase all students' understanding and ignite, in some, the desire to search even deeper.
- Complexity: Many children quickly master being a student. They easily learn to memorize and, to a certain extent, use facts in order to pass tests. True learning and creation of new knowledge requires going beyond and making connections rarely achieved in our classrooms today. Teachers may create environments that foster this type of learning by adding complexity to the core curriculum.
- Novelty: Many students come to us with a passion for learning about a particular subject. Allowing a student to pursue this passion, usually with an Independent Study Contract, can lead to the discovery of new knowledge (for the student and sometimes for mankind), as well as the discovery of new passions to be followed. Students will be encouraged to find and follow an interest through an Independent Study Contract.

Tomlinson, C. A., & Allan, S. D., (2000). Leadership for differentiating schools and classrooms. Association for Supervision and Curriculum Development.

#### **4. Project-based Learning**

Project-based Learning is a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups. Students are active and engaged in learning, and they obtain a deeper knowledge of the subjects they are studying. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work. Students also hone their organizational and research skills, develop better communication with their peers and adults, and often work within their community while seeing the positive effect of their work. Since students are evaluated on the basis of their projects, rather than on the comparatively narrow rubrics defined by exams, essays, and written reports, assessment of project-based work is often more meaningful to them.

Project-Based Learning is also an effective way to integrate technology into the curriculum. A typical project can easily accommodate computers or tablets, and the Internet, as well as



interactive whiteboards, global-positioning-system (“GPS”) devices, digital still cameras, video cameras, and associated editing equipment, or 3-D printers. This strategy invigorates the learning environment, energizing the curriculum with a real-world relevance and sparking students' desire to explore, investigate, and understand their world.

Diehl, W., Grobe, T., Lopez, H., & Cabral, C. (1999). *Project-based learning: A strategy for teaching and learning*. Boston, MA: Center for Youth Development and Education, Corporation for Business, Work, and Learning.

## **5. Cooperative Learning**

American River Collegiate Academy teachers will also use cooperative learning as an instructional strategy in their classroom because they embrace the notion that the best learning occurs when students are actively engaged in the learning process and working in collaboration with other students to accomplish a shared goal. While Constructivism focuses on personal experience as the foundation for learning new material, Cooperative Learning utilizes not only the student's own experience to solidify knowledge, but also uses the experiences of others. Both theories emphasize the importance of interactivity with respect to the design and implementation of lesson plans. In cooperative learning, the focus moves from teacher-centered to student-centered education. Students are given a task or problem and are asked to identify a possible solution on their own and with the help of others. Rather than disseminating information directly, the teacher guides students to the source of the information they may require. In contrast to traditional teaching methods where students are perceived to be empty vessels awaiting the teachers' knowledge, Cooperative Learning theory recognizes the importance of the student's existing knowledge and puts that knowledge to work. The goal is to give students ample opportunities to apply their knowledge in meaningful and authentic ways.

*The New Circles of Learning: Cooperation in the Classroom and School* (1994), by David Johnson, Roger Johnson, and Edythe Johnson Holubec.

## **6. Parental Partnership In The Educational Program**

American River Collegiate Academy sees families as equal partners in the educational process. Therefore, American River Collegiate Academy parents will be invited to fully participate in the learning process at the Charter School and at home. The school will provide the information and guidance for parents to effectively and regularly monitor their student's progress on academic goals. In addition, parents will be requested to contribute a certain minimum number of hours in support of their child(ren) and the Charter School. Parental participation and interest are widely recognized as critical factors in the educational success of children. However, American River Collegiate Academy recognizes the tremendous challenge that some parents face, and will work with these parents to provide creative methods for parents to partner with the Charter School. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

## **Powerful Pedagogy and Assessment**



### ***Professional Learning Community – Driving Educational Excellence***

Consistent with other RAFOS schools, American River Collegiate Academy 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, 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. Rocklin Academy Family of Schools considers a Professional Learning Community to be a collaborative inquiry where the teachers, administrators and others in the Charter School continuously seek and share data, 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.”

The PLC model that Rocklin Academy Family of Schools has embraced and embodied 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 D: “What is a Professional Learning Community?”)

The focused, college preparatory curricula of American River Collegiate Academy, and the standards embedded within them, provide the foundation for the work of the PLC. Small teams of teachers and administrators will meet frequently (i.e., approximately 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.

A PLC serves as an organizational umbrella, bringing together all aspects of the educational program; curriculum (content), student engagement and work. It 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 Learners and students with Individualized Education Programs (“IEPs”) and Section 504 plans), American River Collegiate Academy will engage in the continuous/ongoing consideration of the critical questions highlighted in red below.

#### **Instructional Minutes**

The number of instructional minutes offered for all grades will meet or exceed the State’s requirements in Education Code Section 47612.5(a)(1). Additional help will be available for students who need additional support.

#### **Calendar and Attendance**



The school year will contain at least the minimum number of instructional days prescribed by the State. The 2019-2020 Calendar is included in Appendix E, as a sample. American River Collegiate Academy parents/guardians will be responsible for sending their children to school and providing an explanation for absences. American River Collegiate Academy will have attendance policies to encourage regular attendance and to report truanancies to appropriate local authorities.

## **G. Curriculum and Instructional Materials Grades K-8**

Existing Rocklin Academy schools are very successful Core Knowledge schools and national Core Knowledge Visitation Sites. American River Collegiate Academy will replicate this curricular program at American River Collegiate Academy to teach the Core Knowledge Sequence, and the supporting curricula, which currently includes Core Knowledge Language Arts, Step Up to Writing, Engage New York English Language Arts, and Eureka Math, supplemented with additional curricular materials. RAFOS reserves the right to make curriculum changes as needed to support Core Knowledge. Rocklin Academy schools provide living proof of the success of the research-based Core Knowledge Sequence with the local population. American River Collegiate Academy will replicate the comprehensive, coherent, and research-based approach to instruction and student engagement already implemented in existing RA schools.

When American River Collegiate Academy's enrollment reaches high school grades, the Charter School will continue to build on the Core Knowledge Sequence implemented at the K-8<sup>th</sup> grade level. The middle school and high school courses transition into a curriculum designed around helping students succeed in rigorous, high-level classes.

Student development through academics is achieved by "raising the bar" in expectations and rigor throughout each individual's experience as a American River Collegiate Academy student. The K-8 instructional program is backwards-mapped to support students in transitioning into the high school's college-preparatory curriculum. All American River Collegiate Academy high school graduation courses will meet the University of California's "a-g" requirements. The 7-12 college-preparatory curriculum is mapped to support an emphasis on Advanced Placement courses during the students' 10th through 12th grade years. When applicable, courses are aligned to meet California content standards, including the Common Core State Standards ("CCSS"), the Next Generation Science Standards ("NGSS"), the History-Social Science Framework, the English Language Development ("ELD") Standards, and any other applicable state content standards (hereinafter, collectively "State Standards"). Students are challenged in areas of critical thinking through many different instructional methods to include Socratic Seminars, debate, formal and informal presentations, and more. Students and teachers use formative assessment data, as well as learning target information, to help guide their learning and determine what next steps are needed for proficiency or mastery (See Sample Year Long Plan in Appendix F).

### **Core Knowledge – The Foundation of Our Curriculum**



As stated by the Core Knowledge Foundation, the Core Knowledge Sequence K-8 is a detailed outline of specific content to be taught in language arts, history, geography, mathematics, science, and the fine arts. As the core of a school's curriculum, it provides a solid, coherent foundation of learning; it is also flexible to meet local needs.

The Core Knowledge Sequence is the result of research into the content and structure of the highest-performing elementary school systems around the world, as well as extensive consensus building among diverse groups and interests, including parents, teachers, scientists, professional curriculum organizations, and experts from the Core Knowledge Foundation's Advisory Board on Multicultural Traditions.

Core Knowledge is recognized as an effective whole-school model, being one of the 33 whole-school models recognized by the U.S. Education Department and the California Department of Education as high-quality and determined to be effective through research. Additional information about the research effectiveness of Core Knowledge is available at [www.nwrel.org/scpd/catalog/index.shtml](http://www.nwrel.org/scpd/catalog/index.shtml).

The Charter School recognizes that a curriculum must be effectively delivered and embraced by the teachers and students alike. The implementation of the Core Knowledge Sequence is supported by an outstanding collection of resources for teachers. Key resources include:

1. Core Knowledge Sequence.
2. Comprehensive computer and paper Core Knowledge Day-by-Day Planners.
3. Detailed alignment of State Standards and Core Knowledge Curriculum Standards.
4. Grade-by-Grade Teacher Handbooks, art resources and text resources.
5. Resources to Build On: an online database of over 8,000 books and other resources linked to the Core Knowledge Sequence. This database includes details on all recommended resources in the Teacher Handbook Series and the Day-by-Day Planner.
6. Lesson Plans: Hundreds of high-quality lesson plans developed by Core Knowledge teachers are available online, including lessons specifically adapted to State Standards.
7. The Core Knowledge Series: What Your Kindergartener (through Sixth Grader) Needs to Know. Each of these books provides detailed information covering each year's curriculum. These are written for use by teachers, parents, and students.
8. Core Knowledge collections of literary classics, anthologies, art, and music texts and multi-media resources.

### **The Core Knowledge Sequence**

The Core Knowledge Sequence covers content in grades K-8 in language arts, American and world history, geography, visual arts, music, math and science. A copy of the table of contents from the publication is available at the Rocklin Academy Charter Management Office. The Core Knowledge Sequence is available online [here](#). Additional Resources include: The Core Knowledge Series and Resources to Build On.

In addition to the detailed curriculum outline, Core Knowledge has a series of seven books called The Core Knowledge Series: What Your Kindergartener (through Sixth Grader) Needs to Know. Each of these books provides detailed information covering each year's curriculum.



These are written for use by teachers, parents, and students. A copy of the table of contents from each book in the series is available at the Rocklin Academy Charter Management Office.

The other key resource is Books to Build On: A Grade-by-Grade Resource Guide for Parents and Teachers. This book is an annotated resource guide that gives recommendations of books and other learning materials for each grade level tied to the Core Knowledge Sequence. Updated information regarding Core Knowledge, including extensive teacher resources such as lesson plans, is available on the internet at [www.coreknowledge.org](http://www.coreknowledge.org). Below is an “At a Glance” overview of the Core Knowledge sequence.

## Core Knowledge at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts/English	I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases
History and Geography	Time: I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) Space: I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts	World: I. Geography: Spatial Sense II. Overview of the Seven Continents American I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures	World: I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico American I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures	World: I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization American I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures	World: I. World Geography II. The Ancient Roman Civilization III. The Vikings American I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
Visual Arts	I. Attention to visual detail II. Creating Art III. Looking and Talking about Art	I. Elements of Art II. Sculpture III. Looking at and Talking About Art	I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life	I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture	I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization
Music	I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move	I. Elements of Music II. Listening and Understanding III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs



Mathematics	<ul style="list-style-type: none"> <li>I. Patterns and Classification</li> <li>II. Geometry</li> <li>III. Measurement</li> <li>IV. Numbers and Number Sense</li> <li>V. Addition and Subtraction with Concrete Objects</li> <li>VI. Money</li> </ul>	<ul style="list-style-type: none"> <li>I. Patterns and Classification</li> <li>II. Numbers and Number Sense</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>	<ul style="list-style-type: none"> <li>I. Patterns and Classification</li> <li>II. Numbers and Number Sense</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>	<ul style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Fractions</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>	<ul style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Fractions and Decimals</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>
Science	<ul style="list-style-type: none"> <li>I. Human Characteristics, Needs and Development</li> <li>II. Animal Characteristics, Needs and Development</li> <li>III. Plant Characteristics, Needs and Growth</li> <li>IV. Physical Elements (Water, Air, Light)</li> <li>V. Introduction to Magnetism</li> <li>VI. Seasons and Weather</li> <li>VII. Taking Care of the Earth</li> <li>VIII. Tools</li> </ul>	<ul style="list-style-type: none"> <li>I. Plants and Plant Growth</li> <li>II. Animals and Their Needs</li> <li>III. Human Body (Five Senses)</li> <li>IV. Introduction to Magnetism</li> <li>V. Seasons and Weather</li> <li>VI. Taking Care of the Earth</li> <li>VII. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Living Things and Their Environments</li> <li>II. Human Body (Body Systems)</li> <li>III. Matter</li> <li>IV. Properties of Matter: Measurement</li> <li>V. Introduction to Electricity</li> <li>VI. Astronomy</li> <li>VII. The Earth</li> <li>VIII. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle)</li> <li>II. Insects</li> <li>III. Human Body (Cells; Digestive and Excretory Systems)</li> <li>IV. Magnetism</li> <li>V. Simple Machines</li> <li>VI. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Introduction to Classification of Animals</li> <li>II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing)</li> <li>III. Light and Optics</li> <li>IV. Sound</li> <li>V. Ecology</li> <li>VI. Astronomy</li> <li>VII. Science Biographies</li> </ul>

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction</li> <li>IV. Speeches</li> <li>V. Sayings and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction and Drama</li> <li>IV. Speeches</li> <li>V. Sayings and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction and Drama</li> <li>IV. Sayings and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction, Nonfiction, and Drama</li> <li>IV. Foreign Phrases Commonly Used in English</li> </ul>	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction, Nonfiction, and Drama</li> <li>IV. Foreign Phrases Commonly Used in English</li> </ul>
History and Geography	<ul style="list-style-type: none"> <li>World:</li> <li>I. World Geography (Spatial Sense; Mountains)</li> <li>II. Europe in Middle Ages</li> <li>III. The Spread of Islam and the "Holy Wars"</li> <li>IV. Early and Medieval African Kingdoms</li> <li>V. China: Dynasties and Conquerors</li> <li>I. The American Revolution</li> <li>II. Making a Constitutional Government</li> <li>III. Early Presidents and Politics</li> <li>IV. Reformers</li> <li>V. Symbols and Figures</li> </ul>	<ul style="list-style-type: none"> <li>World:</li> <li>I. World Geography (Spatial Sense; Lakes)</li> <li>II. Early American Civilizations</li> <li>III. European Exploration, Trade, and the Clash of Cultures</li> <li>IV. The Renaissance and the Reformation</li> <li>V. England from the Golden Age to the Glorious Revolution</li> <li>VI. Russia: Early Growth and Expansion</li> <li>VII. Feudal Japan</li> <li>I. Westward Expansion</li> <li>II. The Civil War: Causes, Conflicts, Consequences</li> <li>III. Native Americans: Cultures and Conflicts</li> <li>IV. U.S. Geography</li> </ul>	<ul style="list-style-type: none"> <li>World:</li> <li>I. World Geography (Spatial Sense; Deserts)</li> <li>II. Lasting Ideas from Ancient Civilizations</li> <li>III. The Enlightenment</li> <li>IV. The French Revolution</li> <li>V. Romanticism</li> <li>VI. Industrialism, Capitalism, and Socialism</li> <li>VII. Latin American Independence Movements</li> <li>I. Immigration, Industrialization, and Urbanization</li> <li>II. Reform</li> </ul>	<ul style="list-style-type: none"> <li>I. America Becomes a World Power</li> <li>II. World War I: "The Great War," 1914-1918</li> <li>III. Russian Revolution</li> <li>IV. America from the Twenties to the New Deal</li> <li>V. World War II</li> <li>VI. Geography of United States</li> </ul>	<ul style="list-style-type: none"> <li>I. The Decline of European Colonialism</li> <li>II. The Cold War</li> <li>III. The Civil Rights Movement</li> <li>IV. The Vietnam War and the Rise of Social Activism</li> <li>V. The Middle East and Oil Politics</li> <li>VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges</li> <li>VII. Civics: The Constitution—Principles and Structure of American Democracy</li> <li>VIII. Geography of Canada and Mexico</li> </ul>
Visual Arts	<ul style="list-style-type: none"> <li>I. Art of the Middle Ages in Europe</li> <li>II. Islamic Art and Architecture</li> <li>III. Art of China</li> <li>IV. Art of a New Nation: The United States</li> </ul>	<ul style="list-style-type: none"> <li>I. Art of the Renaissance</li> <li>II. American Art: Nineteenth-Century United States</li> <li>III. Art of Japan</li> </ul>	<ul style="list-style-type: none"> <li>I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic)</li> </ul>	<ul style="list-style-type: none"> <li>I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting)</li> </ul>	<ul style="list-style-type: none"> <li>I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture)</li> <li>II. Architecture Since the Industrial Revolution</li> </ul>



Music	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs	I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)	I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz)	I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical Theater)
Mathematics	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra	I. Numbers and Number Sense II. Ratio, Percent, and Proportion III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra	I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics	I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs)
Science	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies	I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies	I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies	I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

Replicating RAFOS elementary schools, American River Collegiate Academy's K-8 curriculum will align to State Standards and Core Knowledge Standards for the areas of English Language Development, English Language Arts (including writing), Mathematics, Science, Social Studies, Art and Music. American River Collegiate Academy will work in conjunction with the Core Knowledge Foundation, which has documentation demonstrating a comprehensive alignment of the State Standards, and Core Knowledge standards.

## H. Curriculum and Instructional Strategies

American River Collegiate Academy's instructional materials will replicate the programs at RAFOS schools, which are very successful Core Knowledge schools. American River Collegiate Academy will implement the Core Knowledge Sequence, and the supporting curricula. The table below is a tentative listing of textbooks and Core Knowledge literature for American River Collegiate Academy in grades K-8. Additionally, the Core Knowledge Curriculum lends itself extremely well to deeper learning in areas of science and technology, as well as in performing and fine arts. American River Collegiate Academy intends to explore developing course offerings to deepen these specialized areas by building on Core Knowledge.

	K-6 Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
ENGLISH	Core Knowledge Spelling Vocabulary 6 + 1 Traits Writing Step Up to Writing	<u>Annabel Lee (Edgar Allan Poe)</u> <u>Because I could not stop for</u> <u>Death (Emily Dickinson)</u> <u>The Charge of the Light Brigade</u> <u>(Alfred Lord Tennyson)</u>	<u>Buffalo Bill's (E.E. Cummings)</u> <u>Chicago (Carl Sandburg)</u> <u>Do Not Go Gentle Into That</u> <u>Good Night (Dylan Thomas)</u>



<p>Leveled Reading (Rigby, Wright Group, Reading A-Z)</p> <p>Trade books related to Core Knowledge</p> <p>Reference Books and on-line resources</p> <p>Read Naturally</p> <p>SIPPS</p>	<p><u>The Chimney Sweeper</u> (both versions from <u>The Songs of Innocence</u> and <u>The Songs of Experience</u>; William Blake)</p> <p><u>The Cremation of Sam McGee</u> (Robert Service)</p> <p><u>Dulce et Decorum Est</u> (Wilfred Owen)</p> <p><u>Fire and Ice</u>; <u>Nothing Gold Can Stay</u> (Robert Frost)</p> <p><u>Heritage</u> (Countee Cullen)</p> <p><u>Macavity: The Mystery Cat</u> (T.S. Eliot)</p> <p><u>The Negro Speaks of Rivers</u>; <u>Harlem</u>; <u>Life is Fine</u> (Langston Hughes)</p> <p><u>This Is Just to Say</u>; <u>The Red Wheelbarrow</u> (William Carlos Williams)</p> <p><u>"The Gift of the Magi"</u> (O. Henry)</p> <p><u>"The Necklace"</u> (Guy de Maupassant)</p> <p><u>"The Secret Life of Walter Mitty"</u> (James Thurber)</p> <p><u>"The Tell-Tale Heart"</u>; <u>"The Purloined Letter"</u> (Edgar Allan Poe)</p> <p><u>The Call of the Wild</u> (Jack London)</p> <p><u>Dr. Jekyll and Mr. Hyde</u> (Robert Louis Stevenson)</p> <p><u>"Shooting an Elephant"</u> (George Orwell)</p> <p><u>"The Night the Bed Fell"</u> (James Thurber)</p> <p><u>"Declaration of War on Japan"</u> (Franklin D. Roosevelt)</p> <p><u>Diary of a Young Girl</u> (Anne Frank)</p> <p><u>•Cyrano de Bergerac</u> (Edmond Rostand)</p>	<p><u>How do I love thee?</u> (Elizabeth Barrett Browning)</p> <p><u>How They Brought the Good News From Ghent to Aix</u> (Robert Browning)</p> <p><u>I dwell in possibility</u>; <u>Apparently with no surprise</u> (Emily Dickinson)</p> <p><u>The Lake Isle of Innisfree</u> (William B. Yeats)</p> <p><u>Lucy Gray (or Solitude)</u>; <u>My Heart Leaps Up</u> (William Wordsworth)</p> <p><u>Mending Wall</u>; <u>The Gift Outright</u> (Robert Frost)</p> <p><u>Mr. Flood's Party</u> (Edward Arlington Robinson)</p> <p><u>Polonius's speech from Hamlet</u>, "Neither a borrower nor a lender be . . ." (William Shakespeare)</p> <p><u>Ozymandias</u> (Percy Bysshe Shelley)</p> <p><u>Sonnet 18</u>, "Shall I compare thee. . ." (William Shakespeare)</p> <p><u>Spring and Fall</u> (Gerald Manley Hopkins)</p> <p><u>A Supermarket in California</u> (Allen Ginsberg)</p> <p><u>Theme for English B</u> (Langston Hughes)</p> <p><u>We Real Cool</u> (Gwendolyn Brooks)</p> <p><u>"The Bet"</u> (Anton Chekov)</p> <p><u>"Dr. Heidegger's Experiment"</u> (Nathaniel Hawthorne)</p> <p><u>"God Sees the Truth But Waits"</u> (Leo Tolstoy)</p> <p><u>"An Honest Thief"</u> (Fyodor Dostoyevsky)</p> <p><u>"The Open Boat"</u> (Stephen Crane)</p> <p><u>Animal Farm</u> (George Orwell)</p> <p><u>The Good Earth</u> (Pearl S. Buck)</p> <p><u>"Ask not what your country can do for you"</u> (John F. Kennedy's Inaugural Address)</p> <p><u>"I have a dream"</u>; <u>"Letter from Birmingham Jail"</u> (Martin Luther King, Jr.)</p> <p><u>"Death of a Pig"</u> (E. B. White)</p>
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			<u>"The Marginal World"</u> (Rachel Carson) <u>F. DRAMA</u> <u>Twelfth Night</u> (William Shakespeare)
<b>MATH</b>	<u>Eureka Math</u>	<u>CPM Core Connections</u>	<u>CPM Core Connections</u>
<b>SOCIAL STUDIES</b>	<u>Pearson Learning Core Knowledge</u> <u>History and Geography</u>	<u>Core Knowledge</u> <u>History Alive</u> TCI	<u>Core Knowledge</u> <u>History Alive</u> TCI
<b>SCIENCE</b>	<u>Core Knowledge</u> <u>Foss Kits</u> <u>Science Explorer</u> Prentice-Hall	<u>Core Knowledge</u> <u>Focus on Life Science</u> Prentice-Hall	<u>Core Knowledge</u> <u>Focus on Physical Science</u> Prentice-Hall

## **Reading**

Replicating RAFOS' existing programs, American River Collegiate Academy's language arts curriculum will provide solid, research-based instruction using the research of reading experts from the Report of the National Reading Panel. The Core Knowledge Sequence ensures that content is incorporated into the language arts block, which ensures a knowledge-rich curriculum core for all students.

American River Collegiate Academy's program will provide strong instruction in the areas of decoding (learning how to read), comprehension (understanding what you read), inquiry and investigation (learning how to apply what you have read), and writing (learning how to communicate with others in print). It will include ongoing student assessment. The program will support the teaching of spelling, vocabulary, grammar, usage and mechanics, listening, and speaking.

Through the use of research and evidence-based programs, American River Collegiate Academy's K-2 curriculum will address the areas of phonemic awareness, systematic and explicit phonics instruction, fluency, and vocabulary. For older students, the focus will continue to be on teaching comprehension, genre, and content literacy. This will continue to be accomplished through academic language, text structure, text complexity, independent reading, guided reading, literature study, concept and comprehension strategies, word analysis, and the reading/writing connection.

Consistent with RAFOS' existing elementary schools, American River Collegiate Academy will use Pearson's Developmental Reading Assessment ("DRA") assessments to diagnose current reading level or other appropriate assessment resources. DRA contains running record assessments measuring a student's fluency and comprehension, which establishes a baseline reading level. These assessments drive decisions about whether students need additional support or tutoring. In addition to the DRA, all kindergarten students (and any student new to the Charter School) will be assessed using Systematic Instruction in Phonological Awareness, Phonics, and Sight Words ("SIPPS") initial assessment. The data will provide teachers with important information about a student's reading fluency and comprehension. Using this data, the teacher will know what SIPPS level would provide the best learning environment for the



student(s). Each SIPPS level corresponds to one level in a developmental progression: simple alphabetic, spelling pattern, and polysyllabic/morphemic phases, thus making differentiated instruction possible during the fundamental primary grades when students learn to read.

### ***Instructional Strategies***

During Literacy block, time will be split between whole-class reading, writing as described in the next section, small-group guided reading instruction, and in upper grades an additional focus on chapter books and reading comprehension using either a reader's workshop model or novel study. During guided reading time or readers workshop book club, teachers will usually be with four or five students, and the other students will be working on several different literacy centers, practicing skills at their level and need. Literature selections will include Core Knowledge literature as well as independent reading using carefully selected high-quality fiction and nonfiction trade books in a range of genres and captivating topics, across the span of grade-appropriate levels. The Core Knowledge literature sequence is also rich and engaging and builds the cultural literacy of students. It includes poetry, sayings and phrases, and classic literature at all grade levels. Additionally, the Core Knowledge literature sequence is easily integrated with the history content for each grade level which assists the teacher in developing and implementing thematic instruction strategies.

### **Writing**

Children will begin writing their first day at American River Collegiate Academy. Writing is often a difficult task, because it requires a demonstration of understanding of language rather than the simple recognition of words and sentence patterns required in Reading. American River Collegiate Academy has adopted the Step Up to Writing program in supporting students K-6 and the Jane Schaffer model to support grades 7-8.

The Jane Schaffer model and Step Up to Writing program provide students with a structured format to follow to become proficient writers who are equipped to write across all academic domains. This set of research-based, validated strategies provides students with the skills to proficiently write both narrative and expository pieces, engage with reading materials, and demonstrate competency in study skills. Step Up to Writing is a hands-on and multi-sensory curriculum, which provides consistent writing instruction and language for teachers and students in all grades.

Each student attending American River Collegiate Academy will have multiple opportunities to use writing to improve reading comprehension by using writing to respond to text, annotate text, and take notes. Students will also continue to develop foundational skills when working through the writing process, practicing conventions of writing, and creating well written sentences and paragraphs. Knowing that effective written communication is essential when communicating one's thoughts, explicit teaching and practicing will be provided with the focus being extending and building the vocabulary of students of American River Collegiate Academy. Students will use these skills when writing across all genres: Opinion, Narrative, Information/Explanatory, and Research.



### ***Instructional Strategies***

Writing will be taught as part of the Literacy block and instructional strategies will vary by grade level. For beginning writers in Kindergarten, shared writing linked to a read-aloud book will be more common. By second grade, we expect to conduct a structured writer's workshop with students in all stages of development including brainstorming, organizing, drafting, editing, revising, and creating an illustrated final draft. In all grade levels, students will develop the ability to distinguish between expository and narrative writing and the different strategies and purposes behind each style of writing. Each grade level will introduce or extend students' understanding of various genres of writing including response to literature, summary, personal narrative, informational writing, and letter writing. Teachers will integrate informational and argumentative writing with social studies and science.

### **Math**

American River Collegiate Academy plans to use the Eureka Math curriculum for kindergarten through sixth grade mathematics instruction. The content and instructional approach used by Eureka Math meet both State Standards and Core Knowledge standards. There is a continual review of the concepts learned and frequent and cumulative testing. The instructional approach, specifically incremental development, continual review of concepts, and frequent and cumulative testing, embodied in the Eureka Math curriculum is consistent with that used by Core Knowledge.

In seventh and eighth grade, consistent with other RAFOS schools, American River Collegiate Academy plans to use College Preparatory Mathematics ("CPM") curriculum. CPM predates the CCSS for Mathematics by about 20 years; yet, very similar practices have always been a core and integral part of CPM curriculum materials. Because of CPM's broad experience and long history with these practices, the CCSS for Mathematics are deeply and seamlessly interwoven into the fabric of the daily lessons. The course balances procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension).

The Eureka Math curriculum and CPM curriculum are both used throughout the United States. Extensive paper and on-line resources support this curriculum. Additional material and information about Eureka Math are available <https://greatminds.org/math>. Additional material and information about CMP can be found at <https://cpm.org/>.

### ***Instructional Strategies***

In order to focus on deeper comprehension of mathematical concepts, American River Collegiate Academy will strike a balance between building computational fluency and using discussion to help students explain why they reached an answer. Students will focus not only on finding the correct answers, but will be expected to articulate how the answers were derived. Methods will include hands-on activities, classroom discussion about mathematical reasoning, and sufficient calculation practice to make arithmetic operations automatic.



## **Science, History and Geography**

Science, History and Geography provide an opportunity for students to learn by doing. Again the Core Knowledge Sequence prescribes a coherent sequence of specific knowledge that builds year by year for students in K-8.

Science, History and Geography provide teachers opportunities to explore several very important skills. One of the most important skills a student can learn from these classes in the primary grades is how to effectively read non-fiction text in the content areas (Pressley, 2002). Students will be faced with a multitude of classes throughout the rest of their lives where this skill will be central to their understanding of the content and ultimately their enjoyment and performance in the subject. The critical skills of determining the organization of a non-fiction text, identifying and understanding key vocabulary terms, and actively summarizing are skills that are not easily learned when reading fiction. At existing RAFOS schools, and to be replicated at American River Collegiate Academy, we balance our reading in early grades to include both fiction and non-fiction and focus directly on the skills necessary to master non-fiction as they are presented in Science, History and Geography. This is accomplished through thematic instruction and using shared reading strategies to model for students how to access information recognize key vocabulary and how to summarize what they have read. Expository and informational writing is also integrated into Social Studies and Science.

## **Science**

The science curriculum at American River Collegiate Academy has been primarily organized through the implementation of the units of study in the Core Knowledge Curriculum, aligned to NGSS. To prepare students for high school Advanced Placement (“AP”) science curriculum, in 7<sup>th</sup> and 8<sup>th</sup> grades, curriculum has been backward mapped to best prepare students. Units are organized utilizing Next Generation Science Standards and the applicable units of study in the Core Knowledge Curriculum.

We believe that Science offers a broad array of concepts crucial to student understanding. Students will discover and learn about the natural world through the use of phenomena. Students will acquire knowledge of the life, earth and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts and using the scientific method and applications of science to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying. All of which support the three dimensions of the NGSS standards: Disciplinary Core Ideas, Science and Engineering Practices, and Cross Cutting Concepts. Our desired outcomes from science are an understanding of the process of scientific inquiry, curiosity about the world around them, skills to comprehend informational text, and increased self-esteem from producing a tangible work-product as a result of their understanding. All grade levels can participate in a school-wide science fair.

Moreover, we expect our students to demonstrate a strong understanding of scientific concepts on the 5<sup>th</sup> grade state assessment as well. To support this expectation, the students will engage



in science that is connected to the real world, naturally building on student wonder and interest. The students of American River Collegiate Academy will experience science before labeling, in essence, learning by doing. To do this, teachers will use the 5E instructional model taking students through each of the following stages: engage, explore, explain, elaborate, and evaluate.

### ***Instructional Strategies***

American River Collegiate Academy teachers teach all of the units for their grade level each year. Depending on the grade level, there may be five to eight science units and multiple history and geography units, or vice versa. During this block of time students are engaged in investigations, reading non-fiction leveled texts related to their topics, writing expository pieces relevant to the unit, and learning using a variety of strategies including pictorial input charts, expert groups, and cognitive content dictionaries.

Students primarily work in cooperative groups, and often use hands-on materials to reinforce their understanding of scientific concepts. In order to facilitate a research and inquiry-based instructional model, teachers implement and reinforce clear rules and procedures for laboratory work. These procedures ensure the safety of students, while allowing them to learn and investigate in a dynamic and collaborative environment.

Teachers incorporate fictional and expository text into their science instruction. Students will regularly be required to write both fiction and non-fiction text in relation to their experiments. For example, third grade students studying light and optics might write fictional stories about hologram characters and will write lab reports on their investigations with light. Math will also be integrated into Science through the use of graphs, charts, or drawings to show findings. Students will regularly be required to articulate their findings orally.

Additionally, American River Collegiate Academy teachers employ a wide variety of strategies centered around a phenomena to make high-level content knowledge both accessible and engaging to all students. Part of the students' homework during these units may be to discuss with their families what they have learned in class that day. By drawing a picture, labeling it, and re-teaching the information to someone at home, students are getting a chance to practice their academic language outside the boundaries of the normal school day.

### **History and Geography**

History and Geography instruction is also embedded in Literacy instruction through the use of thematically integrated, standards-based units, utilizing the Core Knowledge-aligned textbooks published by Pearson Learning and other supplemental resources. Key content outcomes include both World and American History. In the 7th and 8th grades, the Social-Science curriculum is aligned with the State Standards, and the Core Knowledge Curriculum, using curricular resources to support. These classes form the foundation for our pre-AP curriculum. Students gain a cultural understanding, democratic principles and civic values, and academic and social skills necessary for effective participation in diverse societies. Key skills students learn include the integration of multiple skills to solve a project-based problem,



the ability to use informational text, mastery of academic vocabulary, and increased reading and writing skills. This curriculum will be aligned to the State Standards and Core Knowledge Sequence. American River Collegiate Academy has elected to utilize the Core Knowledge curriculum for social studies at all grade levels, as it is permitted to do by law. American River Collegiate Academy celebrates diversity, and prohibits discrimination against all protected classes and enforces its anti-discrimination policies.

### ***Instructional Strategies***

Teachers will build upon students' curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities will exist for all students to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies. The teachers will facilitate the exploration of values critical to understanding leadership and the democratic process. Projects, debates, and community involvement is expected of all students. Each grade level will have specific projects scored by rubrics developed by the staff.

### **Visual and Performing Arts**

The Core Knowledge Sequence includes visual and performing arts in all grade levels. This content is readily integrated throughout all the content areas and includes hands-on activities. American River Collegiate Academy also intends to explore developing specific, in depth course offerings focusing on performing and/or visual arts, built upon the Core Knowledge curriculum.

All students, including ELs, academically high-achieving, and students in Special Education will have equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs. Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment staff.

### **World Language**

American River Collegiate Academy will replicate the World Language program offered at existing RAFOS schools, which currently offer Spanish and Mandarin instruction for 7<sup>th</sup> and 8<sup>th</sup> grades. These programs use a combination of various research-based instructional techniques to introduce and practice foreign language in the classroom. One technique currently used is Teaching Proficiency through Reading and Storytelling ("TPRS"), which uses storytelling and repetition to familiarize students with vocabulary and grammar. Another technique used is the use of Fluency Matters Novels, which are short novels written for Spanish learners, and iChineseReader short stories, which are written for Mandarin learners. American River Collegiate Academy students will read these novels in class and build comprehension and fluency through literature at their level.



American River Collegiate Academy's program will provide strong instruction on the areas of interpersonal communication (speaking with one or more person), interpretive listening (understanding something that was said), interpretive reading (understanding something that was written), presentational speaking (presenting information through speech), and presentational writing (presenting information through text). These standards come from American Council on the Teaching of Foreign Languages and are aligned with the State Standards. These standards were selected because of their focus on language fluency. It includes ongoing student assessment. The program supports the teaching of culture, spelling, vocabulary, grammar, usage and mechanics. American River Collegiate Academy also intends to explore developing additional specific, in depth course offerings or programs in World Languages in earlier grades.

### ***Instructional Strategies***

American River Collegiate Academy's world language curriculum addresses the areas of explicit phonics instruction, fluency, comprehension and vocabulary. This will be accomplished through academic language, text structure, text complexity, independent reading, guided reading, literature study, comprehension strategies, word analysis, and the reading/writing connection. During Literacy block, students participate in whole-class reading, small-group guided reading instruction, and a focus on novels and reading comprehension. During guided reading time, students read a chapter together using the glossary and each other to deepen comprehension.

American River Collegiate Academy will use a variety of assessments throughout the year to assure students are meeting both standards. The assessments are teacher-created to imitate Spanish and Mandarin used in real life situations. For example, an assessment might require a student to read a letter, answer questions about it to show comprehension, and write a response letter to assess their reading and writing proficiency.

### **Social Emotional Learning**

Social emotional intelligence is the ability for students identify, manage, and express emotions constructively, control impulses, express empathy, work collaboratively while negotiating and resolving differences, and preserving when things get difficult or challenging. Research shows implementing a social emotional learning curriculum improves school climate and student engagement, which directly impacts student learning. Academically and socially, children who learn these skills are better prepared to deal with the adversities of life, to learn from mistakes, to reframe difficult situations, and to adapt to life's constantly changing circumstances. (Durlak & Weissberg, 2011). With this understanding, American River Collegiate Academy plans to implement two research- and evidence-based programs to support all students: In Focus, for grades K-6 and a combination of School Connect and In Focus for grades 7-12.

### ***Instructional Strategies***

Teachers dedicate 10-20 minutes a day, in a whole group setting, to explicitly teach a lesson which supports students in developing social and emotional intelligence. During this time,



students have opportunities to share similar experiences and ask or answer reflective questions that prompt students to apply newly acquired skills such as responsible decision making, social awareness, or relationship skills. In addition to the class discussion, students are provided writing prompts and opportunities for applying lesson knowledge, skills and strategies in real life situations. This dedicated time will be vital in creating a sense of community and fellowship amongst both students and staff.

## **I. Curriculum and Instructional Strategies: Grades 9-12**

### **College and Career Readiness**

To ensure college and career readiness, teacher teams will utilize course essential standards, learning targets aligned to those standards, exemplars, rubrics and common assessments to support every student's academic achievement aligned to State Standards, Advanced Placement standards, as well as UC A-G approved course standards. To accomplish this, teachers will undergo the "A-G" UC Review course audit before teaching a new course. Similarly, AP teachers will submit course syllabi for College Board's approval.

College and Career readiness standards will be addressed through the use of the Naviance program. Students will be placed into grade-level specific advisory classes. In these classes, students will participate in virtual lessons covering myriad topics such as applying for colleges and scholarships as well as life skills topics like how to create a budget. The curriculum is grade-level specific with the upper grades focusing more on applying to colleges while lower grades focus more on topics appropriate to them such as creating an academic resume or how to plan out a course schedule.

### **Challenging and Relevant Coursework to Meet Academic Standards**

As a collegiate academy, ARCA will provide a college preparatory education of the highest standard to every student. All courses will be University of California "A-G" approved, and graduation requirements will ensure that any student who graduates from ARCA will be eligible for acceptance to any California State University or University of California.

Furthermore, because ARCA will be an "AP for All" school, vertical articulation and curriculum will be aligned and designed to prepare all students to begin AP World History in their sophomore year and AP English Literature and AP US History in their junior year. Each department will utilize backwards mapped curriculum to ensure that students are prepared for and can access as many Advanced Placement courses as they would like before they graduate. For each course, teacher teams will utilize assessment rubrics to ensure that all students are meeting the same academic expectations. Likewise, teacher teams will use the same exemplars, across a course, to ensure that the same expectations are communicated to students and parents.

Through the alignment of rubric calibration and data discussions, teacher teams will be able to notice trends in student mastery and identify holes in student learning that need to be addressed in order to make sure that students meet the preparation standards of the vertical articulation



sequence. Teacher teams will create SMART (Specific, Measurable, Attainable, Results-Oriented, and Time-Bound) Goals and work to address these areas of need. While some concepts or content needs to be addressed across a grade level, often individual students or student-groups are identified as needing extra support in meeting the essential standards. In order to support all students in academic college preparedness, ARCA will implement an Extended Learning Time (“ELT”) period. ELT will be held Monday-Friday, as the last 55-minute period of the day. There will be a 5-day rotation, during which teachers have two Workshop days, two Tutorial days, and one Enrichment day. This model is based on Mike Mattos’ “Making Time at Tier II” research and program development. Utilizing an adaptive scheduler, teachers and students select daily course offerings (Workshop, Tutorial, Enrichment) based on student need.

On Workshop days, teachers will have priority to pull groups of approximately 10-15 students who need support with learning a particular concept or skill. On Tutorial days, teachers can also pull groups, of students not assigned to a Workshop already, or students can sign up for extra support as they desire. Tutorial students will receive additional instruction, support with practice, and participate in reassessment opportunities, as needed. Lastly, Enrichment offerings are provided by teachers to enhance the culture and learning environment across the school campus for students who are meeting academic standards and are looking to extend their learning. As student needs are remediated and State Standards or more specific learning targets are met, teachers will modify SMART Goals and curriculum plans, to keep students moving forward toward readiness for the next level of academic mastery and achievement.

These systems will allow ARCA to hold all students to a rigorous standard and ensure equity in access to a truly college-preparatory high school education (See Sample Registration Documents and Sample Student Schedule in Appendix G).

### **Mastery Based Learning**

A focal point of mastery-based learning is providing students with repeated opportunities to show adequate proficiency on identified essential State Standards. With the introduction of unit learning target sheets, teachers are able to clearly communicate with students precisely which learning targets have not been achieved and provide support for reaching these targets. Students are given additional opportunities to re-perform on these standards and targets and become more active in identifying their own gaps and needs.

The model is built on nine key components: identifying essential standards, designing common assessments and instructional calendars, delivering the instruction, give Alpha assessment, analyze data identifying essential standards not met, collaboration with department members to determine best practices to re-teach, deliver the re-teaching, reassess with the Beta, and analyze data planning for additional opportunities to master essential standards and extend learning. This process is cyclical and continuous.

### **Language Arts**



As a “replication” of Western Sierra Collegiate Academy, American River Collegiate Academy’s high school language arts curriculum will provide solid instruction designed to help students gain the skills needed to be successful in college level classes, such as AP Literature and AP Language, which students will take during their junior and senior years. American River Collegiate Academy’s curriculum addresses the areas of comprehension, genre, and content literacy. This will be accomplished through text structure, text complexity, independent reading, guided reading, literature study, concept and comprehension strategies, word analysis, and the reading/writing connection.

American River Collegiate Academy’s program provides strong instruction in the areas of comprehension (understanding what you read), analysis, (learning how to read and understand an author’s purpose), and writing (learning how to communicate with others in print). It includes ongoing student assessment using grade-wide assessment tools. American River Collegiate Academy’s English department will use Professional Learning Community collaboration time to coordinate grade-level goals, analyze student data from common assessments, discuss and collaborate on units and plan and create shared assessments for students at each grade level.

### ***Instructional Strategies***

Teachers design thematic units. Teachers use strategies such as direct instruction through lectures, partner discussions, group discussions, and whole class discussions to engage students. Teachers work in grade level teams to determine a focus standard, set a learning goal, assess students on that goal and analyze data to ensure that students gain mastery of a concept or skill. Assessments are shared between teachers to ensure all students within the grade level are mastering the same skills and concepts. If, after an assessment, a majority of students haven’t mastered the skill or concept, teachers look for areas to reteach the same skill or concept either within the same unit or within another unit. If a few students have not mastered the skill or concept, teachers use workshops or tutorials to help the student(s) with that goal, either in small groups or individually.

### **Reading**

Reading is generally novel-based for students in grades 9-11 and focuses on high-level texts, with an emphasis on those that have appeared on previous AP exams. Readings reflect depth and complexity appropriate for the grade level. Within novel units, teachers make connections to genre and historical events and bring in other readings from both fiction and non-fiction, poetic and prose-based sources. 12<sup>th</sup> grade students take AP Language, and units focus on a thematic concept and bring in a variety of non-fiction essays and articles, which help students to understand alternate views of the same topic.

### **Writing**

American River Collegiate Academy will ensure that students are proficient writers through various practices, including use of the Jane Schaffer essay model in grades 7-9. This researched-based strategy provides students with a structure to organize formal written



responses. In the upper grades, students examine how to deepen their analysis and move away from the Jane Schaffer structure in order to make thoughtful writing decisions. Students examine writing from professional models and work to increase the precision and clarity while dealing with increasingly complex thoughts and arguments. In 11<sup>th</sup>-12<sup>th</sup> grade, formal papers are assessed using the AP writing scales for Literature and Language. Less formal writing is also a large part of classes and takes place in a variety of formats including journaling, writing paragraphs and narratives, etc.

## **Mathematics Program**

### **College Preparatory Mathematics**

WSCA currently uses CPM curriculum for seventh grade through Pre-calculus mathematics instruction, and American River Collegiate Academy intends to replicate WSCA's program. CPM predates the CCSS for Mathematics by about 20 years; yet, practices very similar to the CCSS have always been a core and integral part of CPM curriculum materials. Because of CPM's broad experience and long history with these practices, the CCSS for Mathematics are deeply and seamlessly interwoven into the fabric of the daily lessons. The course balances procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension).

The CPM curriculum is used throughout the United States. Extensive paper and on-line resources support this curriculum. Additional material and information about this math program are available at <https://cpm.org/>

### ***Instructional Strategies***

CPM is a student-centered, problem-based curriculum. CPM teaching strategies focus on how students best learn and retain mathematics. Teaching strategies rely on the recommendations of the National Council of Teachers of Mathematics and are based solidly on the methodological research in teaching mathematics. The research-based principles that guide the course are as follows:

- Students should engage in problem-based lessons structured around a core idea.
- Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse.
- Practice with concepts and procedures should be spaced over time; that is, mastery comes over time.

In order to focus on deeper comprehension of mathematical concepts, teachers strike a balance between building computational fluency and using discussion to help students explain why they reached an answer. Students focus not only on finding the correct answers, but are expected to articulate how the answers were derived. Methods include hands-on activities, classroom discussion about mathematical reasoning, peer to peer analysis and critique, and an emphasis on small group, guided discovery problem-based learning.



American River Collegiate Academy will replicate the successful practices in place at Western Sierra Collegiate Academy to offer opportunities for students who are working above and below grade-level. For students working above grade-level in mathematics, American River Collegiate Academy's common school-wide schedule for mathematics instruction accommodates their participation in appropriate grade-level work. Curriculum differentiation opportunities are offered in all classrooms.

### **AP Mathematics Courses**

When enrollment includes high school students, American River Collegiate Academy will replicate Western Sierra Collegiate Academy's course offerings. Currently, we offer both AP Statistics, and AP Calculus AB and BC. The syllabi for all three courses have been audited and approved by College Board to ensure the courses meet the content and objectives requirements set by the College Board. The textbooks and curriculum used by these courses come from the approved list established by College Board.

AP Statistics at WSCA currently uses *Stats Modeling the World*, Bock, Velleman, DeVaux, Addison Wesley publishing, Third edition.

AP Calculus AB and BC at WSCA currently uses *Calculus Early Transcendental Functions*, Larson, Edwards, Cengage Publishing, Fifth edition.

### **Social-Science**

American River Collegiate Academy's Social-Science sequence provides an opportunity for students to learn by doing while preparing them for a college-level curriculum. The course sequence currently in place at WSCA is Geography, AP World History, AP United States History, and AP Government. These courses are aligned to AP course content.

In American River Collegiate Academy Social-Science classes, students gain practice reading, analyzing, and writing like historians and social-scientists. One of the most important skills a student can learn from these classes is how to effectively read non-fiction texts in the content area. These texts are not limited to the written word, but also extend to artifacts, maps, images, and other kinds of data. Students use their knowledge to make arguments about the meaning of the past and what importance it has for contemporary society. To do so, students are required to analyze various perspectives and take into account biases to give the best reading of a situation or event. In its coursework, American River Collegiate Academy celebrates diversity, and prohibits discrimination against all protected classes and enforces its anti-discrimination policies. In the course of their study, students are organizing and summarizing complex ideas. All of the skills that students gain in the social-science sequence will serve them outside of the content area and beyond secondary education. In addition to acquiring these skills, students also gain an understanding of what it means to be an engaged citizen. Students will leave American River Collegiate Academy with a grasp of cultures around the world and democratic principles and civic values to effectively participate in diverse societies.

### ***Instructional Strategies***



American River Collegiate Academy's approach to instruction is one where students are the primary makers of meaning. Teachers are there to provide the foundational knowledge and activities so that students can engage in critical thinking. Students engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities exist for all students to share their thoughts in a collaborative and supportive environment. The teachers provide equal access to the core curriculum for all students through a variety of appropriate strategies. The teachers facilitate the exploration of values critical to understanding leadership and the democratic process. Teachers also communicate a class's essential standards with the use of learning target sheets and common rubrics. Students know what they are expected to learn and how they will be evaluated. These tools encourage student reflection. With such a rigorous curriculum, scaffolds are put in place to address the needs of all learners. Additional support is given during Enrichment Block, when teachers are able to meet with targeted groups of students to remediate and reteach essential skills.

### **Science**

The science curriculum is aligned with a combination of NGSS and AP standards. We believe that science offers a broad array of concepts crucial to student understanding. Students discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students acquire knowledge of the life, earth and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying. American River Collegiate Academy's desired takeaways from science are an understanding of the process of scientific inquiry, a curiosity about the world around them, skills to comprehend informational text, and an increased self-esteem from producing a tangible work-product as a result of their understanding. Moreover, American River Collegiate Academy expects its students to demonstrate a strong understanding of scientific concepts on high school state assessments.

### ***Instructional Strategies***

American River Collegiate Academy teachers will organize instructional time based on student inquiry and exploration of topics. Students will primarily work in lab groups, and often use hands-on materials to reinforce their understanding of scientific concepts. In order to facilitate a research and inquiry-based instructional model, teachers will implement and reinforce clear rules and procedures for laboratory work. These procedures ensure the safety of students, while allowing them to learn and investigate in a dynamic and collaborative environment.

### **World Language**

American River Collegiate Academy will replicate the World Language program offered at WSCA, which currently offers Spanish and Mandarin instruction. These programs use a combination of various research-based instructional techniques to introduce and practice foreign language in the classroom. One technique currently used at WSCA is Teaching Proficiency through Reading and Storytelling ("TPRS"), which uses storytelling and repetition to familiarize students with vocabulary and grammar. Another technique used is the use of



Fluency Matters Novels, which are short novels written for Spanish learners, and iChineseReader short stories, which are written for Mandarin learners. American River Collegiate Academy students read these novels in class and build comprehension and fluency through literature at their level.

American River Collegiate Academy's program will provide strong instruction on the areas of interpersonal communication (speaking with one or more person), interpretive listening (understanding something that was said), interpretive reading (understanding something that was written), presentational speaking (presenting information through speech), and presentational writing (presenting information through text). These standards come from American Council on the Teaching of Foreign Languages and are aligned with the State Standards. These standards were selected because of their focus on language fluency. It includes ongoing student assessment. The program supports the teaching of culture, spelling, vocabulary, grammar, usage and mechanics.

### ***Instructional Strategies***

American River Collegiate Academy's world language curriculum addresses the areas of explicit phonics instruction, fluency, comprehension and vocabulary. This will be accomplished through academic language, text structure, text complexity, independent reading, guided reading, literature study, comprehension strategies, word analysis, and the reading/writing connection. During Literacy block, students participate in whole-class reading, small-group guided reading instruction, and a focus on novels and reading comprehension. During guided reading time, students read a chapter together using the glossary and each other to deepen comprehension.

American River Collegiate Academy will use a variety of assessments throughout the year to assure students are meeting both standards. The assessments are teacher-created to imitate Spanish and Mandarin used in real life situations. For example, an assessment might require a student to read a letter, answer questions about it to show comprehension, and write a response letter to assess their reading and writing proficiency.

### **Visual And Performing Arts ("VAPA")**

American River Collegiate Academy recognizes the value of visual and performing arts in developing well-rounded students. At WSCA, two years of VAPA credit is required for graduation, and American River Collegiate Academy will offer a rich sequence of courses in the visual and performing arts. State and national core art standards are utilized.

All students, including English Learners, academically high-achieving students, and Special Education students, will have equal access to the visual and performing arts core curriculum, with differentiation and modifications to meet their individual needs.

### **Physical Education**

American River Collegiate Academy will promote physical activity through a comprehensive physical education program. Physical Education teacher(s) work closely with VAPA teachers



to collaborate and assess using State Standards to maximize learning, as well as to promote overall wellness through physical activity. Differentiation and modification are used as necessary to ensure equitable access to the curriculum, meeting the needs of any special populations.

## **ADVANCED PLACEMENT**

As a graduation requirement, all students are enrolled in Advanced Placement courses starting in 10<sup>th</sup> grade. All students take AP courses, and all students are encouraged to take the exams.

## **College Preparedness and Entry**

American River Collegiate Academy expects that all graduating students will have had the opportunity to meet the UC (a-g) entrance requirements. Having this as a base expectation will mean that all American River Collegiate Academy graduates will be eligible for acceptance into the University of California and California State University (See School Profile, which includes current Western Sierra graduation requirements, in Appendix H). In order to ensure that these requirements are met, enrichment and support will be provided as described above. Further, American River Collegiate Academy will create and provide access to a College and Career Center for students to access information regarding post-high school choices. The College and Career Center will also be open to parents in order to offer parent trainings and information regarding application processes, financial aid workshops, and other college entry information.

The College and Career Center will be the key element to establishing college visits, scholarship offerings, and scholarship programs. The College and Career Center staff will work closely with Administration in assisting students access student information programs such as Naviance, which allows students to have a better understanding of the college entry process.

## **Leadership Education**

Rocklin Academy Family of Schools believes in a democratic society. We also believe that there are universally important civic and ethical virtues that are the foundations of a free and democratic society, such as respect, responsibility, trustworthiness, fairness, caring, courage, self-control, and diligence. Replicating the existing RAFOS schools, American River Collegiate Academy will use the Core Virtues program in grades K-8. The Core Virtues program is a non-sectarian, literature-based program aligned to Core Knowledge, which provides interesting and meaningful opportunities to cultivate character through the promotion of basic civic and intellectual virtues.

At the high school level Foundational life skills will be addressed through American River Collegiate Academy's Committed, Prepared, Respectful, Engaged, and Professional ("C-PREP") values. In addition, the Charter School's Honor Code supports the importance of Respect through academic integrity, respect for others, property, and themselves as students. High school students also have a community service requirement. American River Collegiate



Academy is committed to working with our students to help them become well-rounded community-minded individuals. In the Student Handbook, students pledge to conduct themselves at all times honorably and in a way that shows pride in themselves, their family, and their school and community.

### Academic Competitions

Students at American River Collegiate Academy will have the opportunity to participate in a wide range of academic competitions. Participation in events of this type has shown significant benefits, including development of individual interest-driven inquiry and research, higher order thinking skills, research skills, teamwork, and hands-on application of knowledge. These activities will continue to be coordinated and directed by the students and their parents, with assistance from the American River Collegiate Academy staff. Specifically, opportunities for competitive activities may include, but not be limited to:

- Destination Imagination: A creative problem-solving team competition in which teams of five to seven students solve a long-term problem and a spontaneous problem.
- Science Fairs: Participation in school level science fair
- Spelling Bee: Participation in school level, regional and national spelling bees
- Public Speaking Contest: Participation in school level-contest
- Academic Decathlon
- Public Speaking Contests: Lion's Club, Elk's Club, Daughters of the American Revolution
- Chinese Culture and Language: Chinese Bridge Competition, Capital Cup Chinese Competition, and CLTAC speech contest
- Code Wars Competition

### Other Elements Critical to the Success of American River Collegiate Academy

#### *Technology*

Subject to budget constraints, each teacher will have access to technology to enhance their instruction and engage the students in learning. The discussion that follows represents the Charter School's current intent and what RAFOS has budgeted for in terms of technology. Because this is a rapidly changing and oftentimes quite expensive field, American River Collegiate Academy reserves the right to amend this technology plan without the request for a material revision, and failure to implement the plan in its entirety shall not be considered a material violation of the charter.

The intent is for classrooms to be equipped with the infrastructure to access the Internet for research and instructional lessons when applicable. The intent is also to provide teachers access to interactive whiteboards, LCD projectors and computers. The intent is for students to have access to grade-level content and online curricula focusing on building skills in Math and Literacy. American River Collegiate Academy believes to fully embrace the current technology opportunities and implement their use in the classroom, resources need to be allocated to three areas: infrastructure, staff development and equipment. American River



Collegiate Academy also intends to explore developing specialized course offerings in this area.

### ***Staff***

American River Collegiate Academy intends to allow staff members to invest their time and energy in helping all students to succeed academically. American River Collegiate Academy teachers will interact with more students, inspiring students to be focused and work hard. Teachers will focus their attention on the learning needs of each student during one-on-one or group tutorials.

### **21<sup>st</sup> Century Learning**

American River Collegiate Academy will strive to make students proficient as 21<sup>st</sup> century learners. Technology use will include standard computer productivity software tools and access to 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. Advanced technology will be used to enhance and expand the laboratory experience for students in science courses. It is the Charter School's intent for each classroom to be equipped with interactive technology, as well as technological tools to support the academic program, visual and performing arts, and science and technology.

## **J. Plan for Students Who Are Academically Low Achieving**

### **Identification and Assessment**

American River Collegiate Academy will use a variety of methods, including parent and teacher referrals, to identify students who are most in need of additional support. The Charter School's emphasis on data-driven instruction allows American River Collegiate Academy to identify students before they fail and to support them through targeted and systematic intervention. This approach provides the safety net for any student showing signs of struggle.

Students may be identified as under-performing if they demonstrate low achievement toward mastery of State Standards, following referrals from teachers or parents. Academically low achieving students may also be identified based upon low achievement scores (e.g. Standard Nearly Met or Standard Not Met) as identified through the use of the following assessment tools: Smarter Balanced Assessment Consortium ("SBAC") reports, Measures of Academic Progress ("MAP") Report, standards-aligned benchmark assessments, standards-based report cards/progress reports from the most recent school year, and classroom observations.

At the beginning of each year, administrators will meet with each teacher individually in a Compelling Conversation to develop individual plans for students. Using the previous year's assessment data, the teacher identifies any students at risk or below grade-level and, together, an action plan is developed for that student. These Compelling Conversations occur multiple times throughout the year to closely monitor the progress of individual students.



Every four weeks, grade-level teams meet and engage in a cycle of Collaborative Inquiry. In this process, teachers analyze current student data, and a State Standard of focus is identified. Based on the data, students are grouped into three tiers: students who are not performing at standard, approaching standard, or has already mastered the standard. For each tier, research-based strategies are identified and agreed upon to implement for the following three weeks.

Student Study Teams, composed of the parents or guardians, classroom teacher(s), school administrator, and depending on the grade level, the student, will identify student's needs and develop a plan for the student to be successful. Agreed upon interventions will be monitored and revised, if necessary, to support student progress toward mastery. Students who do not demonstrate expected growth with individualized, targeted interventions will be referred to the Special Education team for further assessment of needs.

### **Intervention**

American River Collegiate Academy will utilize a Multi-Tiered System of Supports framework of tiered intervention to ensure students below grade level receive targeted instruction to ensure progress toward mastery. Elementary students who are performing below grade level may receive myriad intervention services including in-class individual targeted instruction, in-class small group instruction, participation in a specialized support class taught by an Enrichment Support Specialist or other educator. Enrichment block, a daily block of time where no new instruction occurs, will also be utilized to provide targeted instruction. Instructional materials selected for intervention are grounded in best practices, may be designed by the educator(s), or may be a researched-based program. High school students who have been designated for support classes based on academic achievement data will be enrolled in either Academic Seminar or Math Lab. In addition, students who are in need of an extension for second semester credits are recommended for an on-campus three-week intervention session. A teacher from each subject matter discipline is available for support and further assessment.

### **K. Plan for Students Who Are Academically High Achieving**

Rocklin Academy Family of Schools is concerned that potential academically high-achieving students are often merely given additional work to do rather than effectively engaged and supported in their learning. While the American River Collegiate Academy program will be designed to allow ALL students to pursue their learning in an in-depth way and at a challenging pace, additional efforts will be made for students identified as "high-achieving."

Teachers will use a variety of assessment measures, including standardized assessment data and other classroom performance data, to identify students who are high-achieving. Students who achieve significantly above grade level and/or demonstrate consistent above-grade level abilities will be appropriately identified. Assessment measures will include subject matter tests, results assessments, grade level standard quizzes, and teacher created assessments.



To ensure that teachers can appropriately identify high-achievers and implement alternative assignments that involve depth and breadth, not just busy work, professional development opportunities will include how to differentiate instruction, creating meaningful projects, and designing independent online work that is divergent in nature to allow students to be creative and challenged.

Through a collaborative inquiry process, teachers will use data from ongoing assessments to identify the needs of individual students. Shared strategies to improve student learning will be developed and implemented collaboratively meeting the needs of all students.

## **L. Plan for English Learners**

### **PLAN FOR SERVING ENGLISH LEARNERS**

American River Collegiate Academy will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. American River Collegiate Academy will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

#### **Home Language Survey**

American River Collegiate Academy will administer the home language survey upon a student’s initial enrollment into the Charter School if the student has never previously attended a public school in California.

#### **English Language Proficiency Assessments for California Testing**

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

#### **The ELPAC consists of two separate assessments:**

- Initial Assessment (“IA”)

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



- Summative Assessment (“SA”)

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

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

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

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

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

American River Collegiate Academy will notify all parents of its responsibility for ELPAC testing and of ELPAC results within 30 days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

### **Reclassification Procedures**

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to ELPAC; and
- 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; and
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement



- of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process; and
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students 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.

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

In accordance with the California Framework for ELA/ELD, American River Collegiate Academy will be supporting its English Learners through a combination of integrated and designated English language development approaches and strategies. Teachers will use the 2012 ELD Standards as the focal standards in ways that build into and from content instruction. Teachers will provide both designated and integrated ELD instruction on a daily basis. All teachers with ELs in their classrooms use the ELD standards in tandem with the CCSS for ELA and other State Standards.

Teachers will indicate which ELD standards are being focused on in their lesson plans along with the students who are being served and their current proficiency levels. All students' personally identifiable information will be kept confidential pursuant to the Family Educational Rights and Privacy Act of 1974 ("FERPA").

Integrated ELD instruction will be provided in all subject areas throughout the day and across the disciplines. All teachers with English Learners in the classrooms will use the ELD Standards in addition to the CCSS for ELA and other State Standards to support their English Learners' linguistic and academic progress. Teachers will use Specially Designed Academic Instruction in English ("SDAIE") strategies and other research-based scaffolding techniques to provide support to English Learners. Techniques may include, but are not limited, to:

- Valuing and building on students' home language skills, culture, and other forms of knowledge.
- Providing interactive and engaging, meaningful and relevant, and intellectually rich and challenging instruction and activities.
- Teaching academic vocabulary using a variety of techniques.
- Integrating oral and written English language instruction into content area teaching, providing regular structured opportunities to read for multiple purposes.
- Providing regular opportunities to develop oral and written language skills.
- Use of concrete and visual models, graphic organizers, sentence frames, sentence starters, and other tools.
- Building background knowledge.
- Clarifying key concepts and content.
- Teacher modeling.
- Cueing.
- Use of multimedia to enhance comprehension.



The focus of the integrated ELD approach is on helping teachers make sound instructional decisions for students who are not proficient on grade level State Standards, with a particular focus on literacy and academic language development for English Learners.

Designated ELD instruction is a protected time in each day when the teacher's main focus is on teaching the ELD Standards in ways that build into and from content instruction. The goal is to develop critical English language skills, knowledge and abilities needed for content learning in English. English Learners are actively engaged in collaborative discussions in which they build up their awareness about language and develop their skills and abilities to use language. During Designated ELD, there is a strong emphasis on oral language development. Designated ELD instruction also involves reading and writing tasks as students learn to use English in new ways and develop their awareness of how English works in both spoken and written language. Teachers at the same grade level may share English Learner students at the same proficiency level to provide ELD instruction.

Technology may also be used to support the English Learners at American River Collegiate Academy. Both web-based and iPad apps may be used to enhance the learning experience. Some of the technologies that may be used, but are not limited to, are: Explain Everything, Quizlet, Notes, Dragon Dictation, Poplet, Adobe Voice, Google Translate, and Edu Creations.

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

American River Collegiate Academy will assess the education program for ELs by:

- Adhering to the Charter School's adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring availability of adequate resources. Regularly scheduled meetings with grade level teams to discuss student achievement.

### **Monitoring Reclassified Fluent English Proficient ("RFEP") Students**

Students who have met the criteria to be reclassified from EL to Fluent English Proficient ("FEP") will be monitored for four years. Documentation will be completed by classroom teachers and filed in the students' cumulative folder.

## **M. Plan for Socioeconomically Disadvantaged Students**

We believe that all students can learn and succeed, and that disadvantaged students are entirely capable of academic excellence. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.



American River Collegiate Academy will seek to serve students who are socio-economically disadvantaged. Socioeconomically disadvantaged students will be identified through their participation in the Free and Reduced Price Meal program. Qualification for this program will be monitored on an annual basis. American River Collegiate Academy will provide the structural, programmatic, and curricular elements outlined in this charter to enable teachers to bridge their students' academic gaps and reach our academic achievement goals at all grade levels, regardless of socioeconomic standards.

The Core Knowledge Sequence is designed to provide all students with the content needed to be culturally literate members of society, particularly supporting students who may enter American River Collegiate Academy without having been provided with the resources or opportunities to learn this content previously. American River Collegiate Academy will not require any specific parental support; however, we are committed to engage and involve families in their child's education.

Additionally, the Collaborative Inquiry and data-driven approach helps to create learning plans for each individual student, based on student needs. Systematic progress monitoring, including monthly Collaborative Inquiry meetings, and Compelling Conversations with the school principal and teachers, allow teachers and principals to continually monitor the progress of their socio-economically disadvantaged students' achievement on SBAC, ELPAC, MAP, benchmark assessments, and other performance criteria.

Students who are identified as needing additional support will receive intervention to ensure progress toward mastery. Students who are performing below grade level may receive myriad intervention services including in-class individual targeted instruction, in-class small group instruction, participation in a specialized support class taught by an Intervention Teacher or other educator. Enrichment Block, a daily block of time where no new instruction occurs, will also be utilized to provide targeted instruction. Instructional materials selected for intervention are grounded in best practices, may be designed by the educator(s), or may be a researched-based program.

Additional support will be provided to socioeconomically disadvantaged students, such as: social emotional counseling during school, additional academic help during school and after school, enrichment after school, and connections with community agencies.

The Charter School's explicit teaching of social emotional learning is designed to help children who experience toxic stress and poverty. The curriculum specifically focuses on academic literacy, making healthy, responsible decisions, and providing skills for students to be successful in college and beyond.

American River Collegiate Academy teachers and staff will receive training on recognizing indicators of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs.

## **N. Plan for Special Education, Section 504 / Disabled Pupils**



## Overview

American River Collegiate Academy embraces its responsibility to enroll and support all students who qualify for enrollment and commits to ensure that a free and appropriate education is provided to all students with exceptional needs. The Charter School shall comply with all applicable state and federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"), and any other civil rights laws enforced by the U.S. Department of Education Office for Civil Rights ("OCR").

A student's individualized education program is reasonably calculated to provide meaningful educational benefit based on the student's identified and unique needs. These needs may be met through consultation, push-in services, or pull-out services. Utilizing a Learning Center model, students may spend only moments a day, or most of their day, within the special education setting. This service model is subject to change based on the needs of the student population and ARCA's guarantee to provide every student with a free appropriate public education in the least restrictive environment.

Approximately 10% of students currently attending RAFOS schools have been identified as requiring special education or related services, which is consistent with RCSD. RAFOS' population includes students currently qualified under Specific Learning Disability, Speech or Language Impairment, Other Health Impairment, Autism, Emotional Disturbance, Hard of Hearing, Visual Impairment, Deafness, or Orthopedic Impairment.

To meet the needs of our students, school psychologists complete assessments, provide mental health services, and provide behavioral supports throughout the school setting. Education specialists provide direct services and consultation, as well as completing academic assessments. Additional adult support is provided by instructional assistants based on individual classroom and student needs, as determined through the IEP process. Students who require speech and language services are served by appropriately credentialed speech pathologists. Rocklin Academy also contracts with various non-public agencies and non-public schools for services which cannot be provided by Charter School employees. Contracted services currently include behavior intervention, occupational therapy, physical therapy, assistive technology, audiology, deaf and hard of hearing, and vision support.

American River Collegiate Academy shall be categorized as a public school of the District in accordance with Education Code Section 47641(b). However, pursuant to Education Code Section 47641(a), and consistent with other Rocklin Academy schools, ARCA may, in the future, decide to operate as a Local Education Agency ("LEA") for purposes of special education, and seek membership in a Special Education Local Plan Area ("SELPA"). In that scenario, the Charter School would consider membership in the El Dorado County Charter SELPA. Currently, all Rocklin Academy schools are members of the El Dorado County Charter SELPA.



In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School shall provide the District evidence of membership. The Charter School's application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

American River Collegiate Academy shall comply with all state and federal laws related to the provisions of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

American River Collegiate Academy may seek related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

American River Collegiate Academy shall be solely responsible for its compliance with the Section 504 and the ADA. The facilities to be utilized by American River Collegiate Academy shall be accessible for all students with disabilities.

#### **Section 504 of The Rehabilitation Act**

American River Collegiate Academy 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 American River Collegiate Academy. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the 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 IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 Team which will evaluate the nature of the student's disability, and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 Team may also consider the following information in its evaluation:



- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials 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 that are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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. 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 American River Collegiate Academy's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the Plan, and continued eligibility. American River Collegiate Academy will maintain a Section 504 policy and procedure in accordance with the law.

### **Services for Students under the Individuals with Disabilities Education Improvement Act**

#### **Services for Students under the "IDEA" as a Public School of the District Pursuant to Education Code Section 47641(b)**

*The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the District, which MOU shall be executed at least six (6) months prior to the commencement*



*of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize the Charter School Petitioner's understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:*

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

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

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

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



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

## **Staffing**

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

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

## **Notification and Coordination**

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

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

## **Identification and Referral**

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



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

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

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

### **Assessments**

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

### **IEP Meetings**

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



## **IEP Development**

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

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

## **IEP Implementation**

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

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

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated



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

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

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

### **Non-discrimination**

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

### **Parent/Guardian Concerns and Complaints**

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

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

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

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

### **Due Process Hearings**

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

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

### **SELPA Representation**

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

### **Funding**

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

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

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

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



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

### **Contribution to Encroachment**

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. The parties shall separately negotiate how to calculate fair share.

### **Services for Students Under the IDEA as an LEA pursuant to Education Code Section 47641(a)**

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

Upon obtaining LEA membership in a SELPA in accordance with Education Code Section 47641(a), the Charter School shall be solely responsible for providing services for special education students enrolled in the Charter School. The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

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

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



In the event that the Charter School becomes its own Local Educational Agency, the Charter School will offer a full continuum of special education supports and services. Services may be provided using a push in and/or a pull out model as determined appropriate by the IEP team. Pull out services are delivered in a Learning Center for the amount of time determined appropriate based on individual needs. If the IEP team determines that a student requires a more restrictive setting, the Charter School is prepared to offer the full continuum of support and services to meet its obligation to provide a free appropriate public education in the least restrictive environment. We currently employ Education Specialists, Speech and Language Pathologists, and School Psychologists and contract with Non-Public Agencies, as necessary, for services such as Occupational Therapy, Audiology, Vision Services, Adaptive Physical Education and Behavior Intervention.

The Charter School shall be responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students (See 2019-20 Master Contract in Appendix I).

### **Staffing**

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in professional development related to child find, IEP development and implementation, and classroom integration.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant state and federal law and SELPA policies and shall maintain documentation of the same on site and provide documentation of such compliance to the District upon request. The Academy shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

In the event that the Charter School becomes its own Local Educational Agency, the Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.

### **Notification and Coordination**

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

### **Identification and Referral**

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to



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

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

### **Assessments**

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

### **IEP Meetings**

The Charter School shall arrange and notice the necessary IEP meetings in accordance with state and federal law and shall ensure legally compliant IEP team membership.

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

### **IEP Development**

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team and shall be reasonably calculated to provide an educational benefit to the pupil consistent with the definition of a free appropriate public education program under the IDEA. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

### **IEP Implementation**

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the



student's progress as provided in the student's IEP, and at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

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

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

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

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

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

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

### **Non-discrimination**

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

### **Parent/Guardian Concerns and Complaints**



The Charter School shall adopt policies for responding to parents/guardians concerns or complaints regarding special education services, related services or rights to the Charter School. The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint in accordance with policies adopted by the Board of Directors.

The Charter School, as the LEA, shall be ultimately responsible for responding to parent concerns or complaints. The Charter School shall timely respond to any complaint or investigation by the California Department of Education, the United States Department of Education, or any other agency, and the Charter School shall comply with any resulting decision.

### **Due Process Hearings**

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

### **SELPA Representation**

The Charter School shall represent itself at all SELPA meetings.

### **Funding**

The Charter School is subject to the allocation plan of the SELPA.

## **O. Professional Development**

Teachers will be trained in data driven instruction, effective collaboration, the use of best practices for differentiation throughout the year as needed to support all students. They will be guided in utilizing the Core Knowledge education program described in this charter.

American River Collegiate Academy intends to offer a significant number of paid professional development days before schools starts each year that will focus on curriculum, assessments, and best practices. In addition, teachers will meet in their professional learning communities to discuss student data, plan lessons and prepare their elective courses on select minimum days throughout the school year. A significant number of days are set-aside for minimum days for collaborative inquiry.

Every week teachers engage in high-quality professional learning during purposeful, goal-oriented, grade-level team and faculty meetings. Each meeting's topic is determined by current student data which drives instruction so that all students are learning at high levels. Teachers whose data demonstrates effective strategies share their methods and ideas with colleagues in

order to replicate their success. Ongoing professional development is further embedded in the school day through peer observations and walk-throughs targeted to specific student learning needs. All new teachers will be required to participate in the Teacher Induction Program (“TIP”) through the Placer County Office of Education (“PCOE”) or Sacramento County Office of Education (“SCOE”).

## **P. College Entrance Requirements and Transfer of Course Credits**

American River Collegiate Academy plans to be accredited by the Western Association of Schools and Colleges (“WASC”). The Charter School’s high school graduation requirements are based on the University of California A-G requirements, and all courses will be submitted for approval by the University of California. With WASC accreditation and UC approval, students’ coursework will be recognized by other schools and out of state universities and colleges and by the admissions committees of the UC/CSU system. Using PowerSchool, or a similar student information system, parents and students will receive specific status updates each year regarding course eligibility.

Parents will be notified of the acceptability of credit for transferring into or out of American River Collegiate Academy through parent meetings, letters, and emails. Students seeking to transfer into the Charter School may be notified of their prospective credit transferability in person or through a detailed letter. American River Collegiate Academy proposes the following for credit transferability for all students transferring to American River Collegiate Academy:

### Course Transferability

Course at Former School	Credit Granted at ARCA High School
A grade of C- or higher in a UC-approved course at previous high school.	Full credit at ARCA.
A grade of C- or higher in non-UC approved course at previous high school.	Full credit upon ARCA’s review of the course description, and determination that the course is comparable with a like ARCA high school course.
A grade of D+ or lower in any course at previous school.	No credit granted.



If a course from a student's previous school is accepted as full credit, the student must still meet American River Collegiate Academy's graduation requirements. Students may apply for waivers from American River Collegiate Academy on a case-by-case basis.

### **Q. Charter School Goals and Actions to Achieve the State Priorities**

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the State Priorities" in Element B of the charter for a description of the Charter School's annual goals to be achieved in the State Priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d)(2)-(8), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

## ELEMENT II: MEASURABLE PUPIL OUTCOMES

*Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(b)(5)(B).*

American River Collegiate Academy is committed to working with each student's family to achieve the development of all aspects of each student. These include core academic skills and knowledge, lifelong learning skills, and social and interpersonal skills. These core academic skills and this knowledge will include those embodied in the Core Knowledge Sequence and AP curriculum to address the State Standards.

Core Academic Skills – As measured by teacher assessments and standardized state tests, students will demonstrate increased academic achievement in the following:

- History/Social Studies: Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
- Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical practices.
- Language Arts: Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.
- Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

Underlying and utilized throughout each of the above subject areas will be other core skills such as:

- Critical thinking skills: e.g., problem-solving, analyzing, and applying knowledge.
- The ability to effectively use technology to effectively communicate, collaborate, and conduct research.
- Creative expression through various forms of the arts, e.g., music, visual/studio arts, drama, and dance.
- Social-emotional skills: e.g., self-awareness, social awareness, and self-management skills to achieve school and life success.



## **A. Goals, Actions, and Measurable Outcomes Aligned to the State Priorities**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the following table provides a reasonably comprehensive description of American River Collegiate Academy's annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d)(2)-(8), and specific annual actions to achieve those goals, plus student outcomes that align with the state priorities and the Charter School's methods of measurement for those outcomes.

Because American River Collegiate Academy does not know what its numerically significant subgroups will be, all goals, actions and outcomes are designed to apply school wide and to all student subgroups. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that consists of at least 30 pupils, each of whom has a valid test score; or for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. (Education Code Section 52052(a)(3)). Once American River Collegiate Academy enrolls students and can determine its numerically significant pupil subgroups, it will provide goals, actions, and outcomes for those groups in its annual Local Control and Accountability Plan ("LCAP").

American River Collegiate Academy places a high priority on measurable pupil outcomes that value academic achievement and preparation for college and beyond. American River Collegiate Academy's goal is to ensure that all students are prepared for college and beyond.

American River Collegiate Academy is committed to ensuring all of our students make the academic and social emotional growth necessary to be prepared to excel in the college of their choice. They will demonstrate their academic growth through selected State Standards-aligned assessments as well as the Smarter Balanced Summative Assessment. As with our other RAFOS schools, American River Collegiate Academy will also use the Northwest Evaluation Association ("NWEA") suite of assessments, which are aligned to the State Standards, because NWEA offers multiple administrations throughout the school year and has designed its assessments to both track and monitor growth. American River Collegiate Academy will also use State Standard- aligned internally and externally developed assessments. American River Collegiate Academy will track and monitor progress for all significant subgroups and set annual targets as indicated below.

## Goals, Actions, and Measurable Pupil Outcomes (based on several LCFF STATE PRIORITIES)

### Measurable Pupil Outcome #1

Exceptional Instruction: Rigorous, CCSS aligned math, ELA, and NGSS instruction (to ensure equitable growth towards our growth targets), utilizing the Core Knowledge Sequence in grades K-8.

Related State Priorities:

- ☒ 5  
☒ 2    ☒ 6  
☒ 3    ☐ 7  
☒ 4    ☐ 8

### Specific Annual Actions to Achieve Goal

1. Hire only well qualified teachers
2. Build teacher capacity to develop and implement strong Core Knowledge/AP units aligned with Common Core State Standards, with lessons that push student thinking at the higher levels of Depth of Knowledge.
3. Replicate the strong Professional Learning Community model in place at current RAFOS schools, fostering collaboration and data-driven instruction.
4. Build teacher, student, and family capacity to monitor and track student learning and progress using different informal and formal assessments and data systems, as well as Individualized Learning Plans.
5. Work closely with the local credentialing institutions to ensure pipeline of qualified teachers including attending job fairs and college open house events.
6. Utilize Instructional Coaches to help teacher analyze and disaggregate assessment data from end of unit assessments to provide ongoing best practices and interventions.
7. Implement an intervention program embedded within the master schedule to provide additional instructional support for both Math and ELA.
8. Utilize Instructional Coaches to provide support to new teachers to RAFOS, as well as to engage in cycles of coaching with identified and self-selecting teachers.
9. Provide Professional Learning for teachers to embed and align Core Knowledge content standards to NGSS standards and practices.
10. Ensure effective collaboration between General Education Teachers, Intervention Teachers, and Special Education Teachers.
11. Students will practice test-taking on the CAASPP website, prior to SBAC administration.
12. Professional development for General Education staff/Special Education staff around writing IEP accommodations/modifications to connect to areas of disability.

### Expected Annual Measurable Outcomes

**Annual Measurable Outcome #1:** 100% of teachers fully credentialed.

**Metric/Method for Measuring:** Internal monitoring



APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
All Students (Schoolwide)	100%	maintain	maintain	maintain	maintain
English Learners	same as above	same as above	same as above	same as above	same as above
Socioecon. Disadv./Low Income Students	same as above	same as above	same as above	same as above	same as above
Foster Youth	same as above	same as above	same as above	same as above	same as above
Students with Disabilities	same as above	same as above	same as above	same as above	same as above
African American Students	same as above	same as above	same as above	same as above	same as above
American Indian/Alaska Native Students	same as above	same as above	same as above	same as above	same as above
Asian Students	same as above	same as above	same as above	same as above	same as above
Filipino Students	same as above	same as above	same as above	same as above	same as above
Latino Students	same as above	same as above	same as above	same as above	same as above
Native Hawaiian/Pacific Islander Students	same as above	same as above	same as above	same as above	same as above
Students of Two or More Races	same as above	same as above	same as above	same as above	same as above
White Students	same as above	same as above	same as above	same as above	same as above

**Annual Measurable Outcome #2:** A CCSS aligned curriculum will be implemented with 100% fidelity via walkthroughs and classroom observation. Furthermore, admin will observe and monitor all materials, implementation, and district created assessments to ensure that all curriculum and materials are aligned to CCSS.

**Metric/Method for Measuring:** Internal Monitoring through Instructional Walkthroughs, Lesson Plan Collection.

APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
All Students (Schoolwide)	100%	maintain	maintain	maintain	maintain
English Learners	same as above	same as above	same as above	same as above	same as above
Socioecon. Disadv./Low Income Students	same as above	same as above	same as above	same as above	same as above
Foster Youth	same as above	same as above	same as above	same as above	same as above
Students with Disabilities	same as above	same as above	same as above	same as above	same as above
African American Students	same as above	same as above	same as above	same as above	same as above
American Indian/Alaska Native Students	same as above	same as above	same as above	same as above	same as above
Asian Students	same as above	same as above	same as above	same as above	same as above
Filipino Students	same as above	same as above	same as above	same as above	same as above
Latino Students	same as above	same as above	same as above	same as above	same as above
Native Hawaiian/Pacific Islander Students	same as above	same as above	same as above	same as above	same as above
Students of Two or More Races	same as above	same as above	same as above	same as above	same as above



White Students	same as above	same as above	same as above	same as above	same as above
<b>Annual Measurable Outcome #3:</b> Obtain 80% positive school climate rating <b>Metric/Method for Measuring:</b> Annual Survey					
APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
All Students (Schoolwide)	80%	85%	90%	maintain	maintain
<b>Annual Measurable Outcome #4:</b> 100% of English Learners will participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum <b>Metric/Method for Measuring:</b> Internal reporting					
APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
English Learners	100%	Maintain	Maintain	Maintain	Maintain
<b>Annual Measurable Outcome #5:</b> Meet 95% (or higher) Average Daily Rate of Attendance <b>Metric/Method for Measuring:</b> ADA reporting					
APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
All Students (Schoolwide)	95%	maintain	maintain	maintain	maintain
English Learners	same as above	same as above	same as above	same as above	same as above
Socioecon. Disadv./Low Income Students	same as above	same as above	same as above	same as above	same as above
Foster Youth	same as above	same as above	same as above	same as above	same as above
Students with Disabilities	same as above	same as above	same as above	same as above	same as above
African American Students	same as above	same as above	same as above	same as above	same as above

American Indian/Alaska Native Students	same as above	same as above	same as above	same as above	same as above
Asian Students	same as above	same as above	same as above	same as above	same as above
Filipino Students	same as above	same as above	same as above	same as above	same as above
Latino Students	same as above	same as above	same as above	same as above	same as above
Native Hawaiian/Pacific Islander Students	same as above	same as above	same as above	same as above	same as above
Students of Two or More Races	same as above	same as above	same as above	same as above	same as above
White Students	same as above	same as above	same as above	same as above	same as above
<b>Annual Measurable Outcome #6:</b> 4% or less of students chronically absent (defined as students who missed, without a valid excuse, 10% or more of school days) <b>Metric/Method for Measuring:</b> Attendance and truancy reporting					
APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
All Students (Schoolwide)	4% or less	maintain	maintain	maintain	maintain
English Learners	same as above	same as above	same as above	same as above	same as above
Socioecon. Disadv./Low Income Students	same as above	same as above	same as above	same as above	same as above
Foster Youth	same as above	same as above	same as above	same as above	same as above
Students with Disabilities	same as above	same as above	same as above	same as above	same as above
African American Students	same as above	same as above	same as above	same as above	same as above



American Indian/Alaska Native Students	same as above	same as above	same as above	same as above	same as above
Asian Students	same as above	same as above	same as above	same as above	same as above
Filipino Students	same as above	same as above	same as above	same as above	same as above
Latino Students	same as above	same as above	same as above	same as above	same as above
Native Hawaiian/Pacific Islander Students	same as above	same as above	same as above	same as above	same as above
Students of Two or More Races	same as above	same as above	same as above	same as above	same as above
White Students	same as above	same as above	same as above	same as above	same as above
<b>Annual Measurable Outcome #7:</b> Suspension rate equal to or less than the District rate and the County rate. <b>Metric/Method for Measuring:</b> Suspension rate %					
APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
All Students (Schoolwide)	% less than District/County	maintain	maintain	maintain	maintain
English Learners	same as above	same as above	same as above	same as above	same as above
Socioecon. Disadv./Low Income Students	same as above	same as above	same as above	same as above	same as above
Foster Youth	same as above	same as above	same as above	same as above	same as above
Students with Disabilities	same as above	same as above	same as above	same as above	same as above
African American Students	same as above	same as above	same as above	same as above	same as above

American Indian/Alaska Native Students	same as above	same as above	same as above	same as above	same as above
Asian Students	same as above	same as above	same as above	same as above	same as above
Filipino Students	same as above	same as above	same as above	same as above	same as above
Latino Students	same as above	same as above	same as above	same as above	same as above
Native Hawaiian/Pacific Islander Students	same as above	same as above	same as above	same as above	same as above
Students of Two or More Races	same as above	same as above	same as above	same as above	same as above
White Students	same as above	same as above	same as above	same as above	same as above
<b>Annual Measurable Outcome #8:</b> Expulsion rate equal to or less than the District rate and the County rate. <b>Metric/Method for Measuring:</b> Expulsion reporting					
APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
All Students (Schoolwide)	% less than District/County	maintain	maintain	maintain	maintain
English Learners	same as above	same as above	same as above	same as above	same as above
Socioecon. Disadv./Low Income Students	same as above	same as above	same as above	same as above	same as above
Foster Youth	same as above	same as above	same as above	same as above	same as above
Students with Disabilities	same as above	same as above	same as above	same as above	same as above
African American Students	same as above	same as above	same as above	same as above	same as above



American Indian/Alaska Native Students	same as above	same as above	same as above	same as above	same as above
Asian Students	same as above	same as above	same as above	same as above	same as above
Filipino Students	same as above	same as above	same as above	same as above	same as above
Latino Students	same as above	same as above	same as above	same as above	same as above
Native Hawaiian/Pacific Islander Students	same as above	same as above	same as above	same as above	same as above
Students of Two or More Races	same as above	same as above	same as above	same as above	same as above
White Students	same as above	same as above	same as above	same as above	same as above
<b>Annual Measurable Outcome #9:</b> 95% or more of special education students will participate in the Statewide Assessments <b>Metric/Method for Measuring:</b> CAASPP					
APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
Students with Disabilities	95%	Maintain	Maintain	Maintain	Maintain
<b>Annual Measurable Outcome #10:</b> The percentage of special education students who score a 3 or 4 on the Statewide Assessments (SBAC ELA) will be equal to or exceed that of the District <b>Metric/Method for Measuring:</b> CAASPP					
APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
Students with Disabilities	% equal to or greater than that of the District	Maintain	Maintain	Maintain	Maintain
<b>Annual Measurable Outcome #11:</b> The percentage of special education students who score a 3 or 4 on the Statewide Assessments (SBAC Math) will be equal to or exceed that of the District <b>Metric/Method for Measuring:</b> CAASPP					

APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
Students with Disabilities	% equal to or greater than that of the District	Maintain	Maintain	Maintain	Maintain
<b>Goals, Actions, and Measurable Pupil Outcomes (based on several LCFF STATE PRIORITIES)</b>					
Measurable Pupil Outcome #2					
An Equitable and Inclusive Climate: Equitable, productive and engaging environments that includes families as partners, and supports holistic needs of students					Related State Priorities: <div> <input type="checkbox"/> 5             <input type="checkbox"/> 6           </div> <div> <input type="checkbox"/> 2             <input checked="" type="checkbox"/> 7           </div> <div> <input type="checkbox"/> 3             <input type="checkbox"/> 8           </div> <div> <input checked="" type="checkbox"/> 4           </div>
Specific Annual Actions to Achieve Goal					



1. Provide direct Intervention services and instructional coaching for teachers, with focus on EL and ELD instruction, UDL, and GATE to provide supports for students during the school day.
2. Implement a system of Positive Behavior Interventions and Supports.
3. Implement a Social-Emotional Learning curriculum with 100% fidelity.
4. Institutionalize restorative practices as a means to prevent suspensions and smaller offenses and incorporate Positive Behavioral Supports (“PBIS”)
5. Families and students will be informed of attendance policy. Administration will work with families who are chronically tardy and/or have unexcused absences on an individual basis to develop a plan to support the student in attending school regularly.
6. Families will be notified about truanancies.
7. Provide rewards and incentives for students with perfect attendance to incentivize students with already high attendance.
8. Annually, all school employees will be trained on the elements of the School Emergency plan. Students will participate in safety drills regularly.
9. Hire internal staff or outside contractors hired for Janitorial Services and Landscaping Service to ensure quality and frequency of work, if applicable.
10. Charter School will implement internet, and print presence to better communicate with parents the events and accomplishments of the school.
11. Utilize a School to Home communication platform to allow families more immediate information on student grades, work and information from teachers.
12. Integrating Restorative Practice (“RP”) structures both within the classroom and whole school settings practices as a means to prevent suspensions and smaller offenses that could eventually lead to expulsions.
13. Provide ongoing training and supports for all staff in equity, social justice, PBIS and RP.
14. Conduct SSTs with families of students with multiple behavior incidents.

#### Expected Annual Measurable Outcomes

**Annual Measurable Outcome #1:** 100% of students will have access to standards-aligned materials as measured by school inventory.

**Metric/Method for Measuring:** Internal monitoring

APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
All Students (Schoolwide)	100%	maintain	maintain	maintain	maintain
English Learners	same as above	same as above	same as above	same as above	same as above
Socioecon. Disadv./Low Income Students	same as above	same as above	same as above	same as above	same as above

Foster Youth	same as above	same as above	same as above	same as above	same as above
Students with Disabilities	same as above	same as above	same as above	same as above	same as above
African American Students	same as above	same as above	same as above	same as above	same as above
American Indian/Alaska Native Students	same as above	same as above	same as above	same as above	same as above
Asian Students	same as above	same as above	same as above	same as above	same as above
Filipino Students	same as above	same as above	same as above	same as above	same as above
Latino Students	same as above	same as above	same as above	same as above	same as above
Native Hawaiian/Pacific Islander Students	same as above	same as above	same as above	same as above	same as above
Students of Two or More Races	same as above	same as above	same as above	same as above	same as above
White Students	same as above	same as above	same as above	same as above	same as above
<b>Annual Measurable Outcome #2:</b> The percentage of EL students who score a 3 or 4 on the Statewide Assessments (SBAC ELA) will be equal to or exceed that of the District <b>Metric/Method for Measuring:</b> CAASPP					
APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
English Learners	% equal to or greater than that of the District	Maintain	Maintain	Maintain	Maintain
<b>Annual Measurable Outcome #3:</b> The percentage of EL students who score a 3 or 4 on the Statewide Assessments (SBAC Math) will be equal to or exceed that of the District <b>Metric/Method for Measuring:</b> CAASPP					
APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25



English Learners	% equal to or greater than that of the District	Maintain	Maintain	Maintain	Maintain
<b>Goals, Actions, and Measurable Pupil Outcomes (based on several LCFF STATE PRIORITIES)</b>					
Measurable Pupil Outcome #3					
21 <sup>st</sup> Century Learner: Support students in Learning and Innovation skills, Information, Media and Technology Skills, and Life and Career Skills				Related State Priorities: <input type="checkbox"/> 5 <input type="checkbox"/> 2 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 8	
Specific Annual Actions to Achieve Goal					
1. Implement Enrichment Block in all grade levels to provide intervention and support students. Use adaptive scheduling technology for middle school/high school when applicable. 2. Use data to monitor student progress through the Collaborative Inquiry process. 3. Implement Digital Citizenship curriculum/lessons identified in a technology plan to support students in proper use of technology. 4. Ongoing maintenance to technology tools (e.g. iPads/Chromebooks) to ensure access to virtual learning and digital curriculum tools. 5. Establish College and Career Center (when serving high school students) to support students and families in college application resources and process. 6. Explore partnerships for early college partners and explore creation of a network of alumni to assist in the visit of campuses (when applicable). 7. Provide students opportunities to take PSAT to allow students, families, and staff to monitor college readiness.					
<b>Expected Annual Measurable Outcomes</b>					
<b>Annual Measurable Outcome #1:</b> 95% student retention rate each year. <b>Metric/Method for Measuring:</b> Internal monitoring					
APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
All Students (Schoolwide)	Baseline	90%	95%	maintain	maintain
English Learners	same as above	same as above	same as above	same as above	same as above

Socioecon. Disadv./Low Income Students	same as above	same as above	same as above	same as above	same as above
Foster Youth	same as above	same as above	same as above	same as above	same as above
Students with Disabilities	same as above	same as above	same as above	same as above	same as above
African American Students	same as above	same as above	same as above	same as above	same as above
American Indian/Alaska Native Students	same as above	same as above	same as above	same as above	same as above
Asian Students	same as above	same as above	same as above	same as above	same as above
Filipino Students	same as above	same as above	same as above	same as above	same as above
Latino Students	same as above	same as above	same as above	same as above	same as above
Native Hawaiian/Pacific Islander Students	same as above	same as above	same as above	same as above	same as above
Students of Two or More Races	same as above	same as above	same as above	same as above	same as above
White Students	same as above	same as above	same as above	same as above	same as above
<b>Annual Measurable Outcome #2: 95% graduation rate</b> <b>Metric/Method for Measuring:</b> Internal monitoring, cohort data from CDE					
APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
All Students (Schoolwide)	N/A*	N/A*	N/A*	N/A*	N/A*
English Learners	same as above	same as above	same as above	same as above	same as above



Socioecon. Disadv./Low Income Students	same as above	same as above	same as above	same as above	same as above
Foster Youth	same as above	same as above	same as above	same as above	same as above
Students with Disabilities	same as above	same as above	same as above	same as above	same as above
African American Students	same as above	same as above	same as above	same as above	same as above
American Indian/Alaska Native Students	same as above	same as above	same as above	same as above	same as above
Asian Students	same as above	same as above	same as above	same as above	same as above
Filipino Students	same as above	same as above	same as above	same as above	same as above
Latino Students	same as above	same as above	same as above	same as above	same as above
Native Hawaiian/Pacific Islander Students	same as above	same as above	same as above	same as above	same as above
Students of Two or More Races	same as above	same as above	same as above	same as above	same as above
White Students	same as above	same as above	same as above	same as above	same as above
<b>Annual Measurable Outcome #3:</b> 95% of students who graduate from the Charter School will have met the A-G courses requirement for UC/CSU entrance <b>Metric/Method for Measuring:</b> CDE reporting					
APPLICABLE STUDENT GROUPS	Yr 1: 2020-21	Yr 2: 2021-22	Yr 3: 2022-23	Yr 4: 2023-24	Yr 5: 2024-25
All Students (Schoolwide)	N/A*	N/A*	N/A*	N/A*	N/A*
English Learners	same as above	same as above	same as above	same as above	same as above

Socioecon. Disadv./Low Income Students	same as above	same as above	same as above	same as above	same as above
Foster Youth	same as above	same as above	same as above	same as above	same as above
Students with Disabilities	same as above	same as above	same as above	same as above	same as above
African American Students	same as above	same as above	same as above	same as above	same as above
American Indian/Alaska Native Students	same as above	same as above	same as above	same as above	same as above
Asian Students	same as above	same as above	same as above	same as above	same as above
Filipino Students	same as above	same as above	same as above	same as above	same as above
Latino Students	same as above	same as above	same as above	same as above	same as above
Native Hawaiian/Pacific Islander Students	same as above	same as above	same as above	same as above	same as above
Students of Two or More Races	same as above	same as above	same as above	same as above	same as above
White Students	same as above	same as above	same as above	same as above	same as above

\*American River Collegiate Academy will not have graduates in its first charter term.

The plan above, which lists measurable pupil outcomes, will drive work at American River Collegiate Academy. RAFOS schools share both an educational mission and philosophy. In order to best serve our students and community, the Corporation will ensure that RAFOS schools work together to examine and refine their lists of student outcomes over time to reflect the schools' mission and changes to state or local standards that support the mission.

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

In accordance with Education Code Section 47606.5, American River Collegiate Academy shall comply with all elements of the Local Control and Accountability Plan ("LCAP") pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding



assessments throughout the duration of the charter. American River Collegiate Academy shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a material revision to the charter as defined in Education Code Section 47607.

### **ELEMENT III: METHODS FOR MEASURING PUPIL PROGRESS**

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

Our assessment methods are based on the following beliefs:

- In order to have a complete picture of a student's growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific State Standards and learning objectives.
- There should be an appropriate relationship between a desired student outcome and the means used to assess it.
- Assessments should be aligned to the State Standards and student objectives.
- Knowledge Targets (Stiggins, 2004) should be studied and aligned to student assessment. All assessment methods should be based on what we expect students to know and be able to do with specific information.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

Because of the centrality of data to the RAFOS educational model, American River Collegiate Academy will be a data-driven school. We plan to use a comprehensive data management system like Illuminate, which allows us to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. We will evaluate systems for performing advanced data-mining to allow us to perform better analysis of individual objectives which we will collect on our math and literacy assessments and believe that successful implementation will allow even better ability to customize learning plans for students.

#### **A. Collecting, Analyzing, and Reporting Data**

American River Collegiate Academy will collect and analyze data on student achievement on a regular basis and will provide student achievement data to staff, parents and guardians, and the District:

- Staff will analyze student data during Professional Learning days and designated collaboration time, and will use this data to help monitor and improve the Charter School's education program;
- The Principal and other administrators will analyze data on the Charter School's student achievement, attendance, and discipline using applicable tools, such as Illuminate, PowerSchool, and SWIS, and will use that data to make instructional and operational decisions for the Charter School.



- Parents and guardians will receive data on student achievement through assessment reports and when they meet with their child's teacher; and
- The District will receive data on student achievement through Charter School reports and/or presentations.

The Charter School will use the California Assessment of Student Performance and Progress to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization level. Additionally, the NWEA MAP assessments, the California Physical Fitness test, and other applicable assessments will be administered and used to inform the Charter School program. This data will be analyzed, and school-wide goals and action plans will be developed based on the analysis. School-wide plans for professional learning will be based on these goals and action plans.

Frequent assessments of each student will continue throughout the year to correctly assess whether students are on track to meet their goals. The teachers and other staff will be trained on how to interpret test data and will be engaged in critical analysis of the data in order to determine how the Charter School can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on instruction, so that teachers can enhance their understanding of student performance in light of normative data and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of students.

Students attending the Charter School will be assessed in each of the core academic skill areas by a range of valid and reliable methods, including, but not limited to, formative and summative assessments, criterion reference tests and assessments, homework, teacher observation, student project presentations, oral reports and standardized tests, including Northwestern Evaluation Association's Measurement of Academic Progress assessment.. The Charter School will use mandated standardized student assessments as required by Education Code Section 47605(c)(1) including, but not limited to, the SBAC Assessments, the California Alternate Assessments ("CAAs"), and the California Science Test ("CAST"), the Physical Fitness Test ("PFT"), and the ELPAC. The Core Knowledge and the Eureka Math and CPM materials also include comprehensive assessment instruments and resources that will be used to assist in the evaluation of student work.

Based on the assessment of progress, the student, his/her family and the Charter School may make any number of changes to address identified needs and/or allow the student to progress farther/faster. Special education students will be evaluated according to the goals and objectives written into their IEPs.

## **B. Use and Reporting of Data**

American River Collegiate Academy parents and guardians will have regular access to information and data on their student's experience, both academically and socially. At the core of keeping parents informed of student progress and experience is relationship – parents will have ready and easy access to their students' teachers via phone, email and opportunities to meet in-person. American River Collegiate Academy maintains a culture of open contact and



availability of teachers to both students and parents. In addition, parents will receive report cards for their students at each grading period, three times annually for Kindergarten through grade 6, and twice annually for grades 7-12 in standard-based report cards (See Sample Report Cards in Appendix J). All parents will be invited to parent-teacher conferences to review and interpret the report cards and discuss strategies for supporting each student, for grades K-6. Upper grade students will be given the opportunity to participate in conferences to reinforce their participation in the learning process. Each teacher strives to meet with parents or guardians of each student, each year. The goal of transparency and frequent discussion about student data with parents is to build the partnership and alignment between parents, students and teachers toward each student's success at American River Collegiate Academy and, ultimately, in college and beyond.

Student assessments will be designed to align to the mission, exit outcomes, and the curriculum described in the charter. American River Collegiate Academy will collect annual data from the assessments listed above and will utilize the data to identify areas of necessary improvements in the educational program.

The Board of Directors annually reviews the effectiveness of Rocklin Academy Family of Schools academic program and will continue this practice as part of a general review of American River Collegiate Academy. The overall review is 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?

Part of the annual review by the Board will include a review of student performance data disaggregated by student groups. American River Collegiate Academy plans to replicate the practice at the existing RAFOS schools to utilize MAP assessment data to monitor student growth, set individual student goals, and identify strategies to support student learning. Currently, the MAP assessment is administered to all students in the fall, winter and spring. After each assessment period, teachers and administrators analyze student data and set individual goals for students and set growth targets. Site and district administration analyze data for all students including special populations and subgroups to monitor progress and use this data to develop instructional priorities.

Additionally, the Charter School will publish student results annually through the School Accountability Report Card ("SARC"), in compliance with the California Constitution and Education Code. The annual SARC will be developed and made available to parents and to the public. The annual update to the LCAP will be produced and submitted to the District and County in accordance with Education Code Sections 47606.5 and 47604.33.

American River Collegiate Academy shall comply with Education Code Section 47604.3 and the Public Records Act.



## **ELEMENT IV: GOVERNANCE STRUCTURE**

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

### **A. Non Profit Public Benefit Corporation**

The Charter School will be a directly funded independent charter school and will be operated by The Rocklin Academy, a California non-profit public benefit corporation (“Corporation”) pursuant to California law, upon approval of this charter. The Corporation currently operates a total of four schools: Rocklin Academy, Rocklin Academy at Meyers Street, Rocklin Academy Gateway, and Western Sierra Collegiate Academy (collectively, “The Rocklin Academy Family of Schools”).

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

Attached, as Appendix A please find The Rocklin Academy Articles of Incorporation, Bylaws, and Conflict of Interest Code.

### **B. Board of Directors**

The Charter School will be governed by The Rocklin Academy Board of Directors pursuant to the Corporation’s adopted Bylaws as may be subsequently amended pursuant to the amendment process specified in the Bylaws. The Board consists of no less than three (3) and no more than nine (9) directors. All directors are designated by the existing Board of Directors.

Currently, the Board consists of five members. A list of the 2019-20 Board members and their biographies are included in Appendix K.

### **C. Board Meetings and Duties**

The Board meets regularly, at least once a month, and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of the Rocklin Academy Family of Schools including, but not limited to, the following:

- A. Financial and operational management of each charter school;
- B. Adoption of each charter school’s annual financial budget;

- C. Receipt of operating funds in accordance with the terms and procedures of the Charter Schools Act;
- D. Solicitation and receipt of grants and donations to each charter school;
- E. Personnel policies and procedures and employee disciplinary matters;
- F. Recruiting, hiring, and evaluating the Superintendent/Executive Director;
- G. Ratification of hiring recommendations made by the Superintendent/Executive Director;
- H. Approval of contracts with outside entities or persons;
- I. Financial audit oversight;
- J. Relations with the Authorizers; and
- K. All matters related to charter approval, amendment, or revocation.

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

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

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

The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, and Corporations Code conflict of interest rules, and which shall be updated with any charter school- specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix A.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

### **School Administration**

#### **D. The Superintendent/Executive Director**

The Superintendent/Executive Director serves as the Chief Executive Officer of the Rocklin Academy Family of Schools and reports to the Board of Directors. Major duties and responsibilities of the Superintendent/Executive Director include:



- Ensure the Charter School is meeting the educational objectives set by the Board of Directors.
- Ensure that students are acquiring academic knowledge, skills and abilities at levels and ways consistent with the mission of the Charter School.
- In partnership with parents, ensure that the Charter School is assisting the development of a lifelong interest in learning, civic virtues and civic responsibility in every student.
- Ensure the Charter School is operating in a fiscally responsible manner and consistent with the Corporation's mission.
- Provide the Charter School with strong and purposeful leadership that enhances the ability of the Corporation to meet its mission, vision and objectives.
- Ensure that the Corporation has a long-range strategy which achieves its mission, and toward which it makes consistent and timely progress.
- Maintain an active involvement and up-to-date knowledge of significant developments and trends in education and charter schools.
- Keep the Board fully informed on the condition of the Corporation and all important factors influencing it.
- Provide information, advice and counsel to the Board of Directors in the creation of policies, programs and strategic direction of the Charter School.
- Oversee all organizational activities of the Charter School to ensure efficient and effective operations.
- Engage in effective and timely communication with the Board, staff, parents, and external agencies.
- Promote active and broad participation by staff in all areas of the Corporation's work.
- Maintain a climate that attracts, keeps, and motivates a diverse staff of top quality people committed to the Charter School's mission and objectives.
- Represent the Charter School in negotiations, contracts, and partnerships with external entities, such as San Juan Unified School District, the Sacramento County Office of Education, and the State Board of Education.
- Represent the Charter School with external constituencies, organizations and community groups.
- Actively participate in local community organizations and activities such as the Citrus Heights Chamber of Commerce.
- Create and nurture partnerships and relationships with other educational and community organizations and resources.
- Actively participate in state and national education and trade organizations such as the California Charter Schools Association and the Charter Schools Development Center.

### **E. Director of Human Resources/Operations**

Under the general supervision of the Superintendent/Executive Director designee, plan, the Director of Human Resources/Operations organizes and directs a comprehensive Human Resources program for the Rocklin Academy Family of Schools. The Director of Human Resources/Operations manages all benefits programs, administers compensation program, supervises and participates in the recruitment, screening and placement of certificated and non-certificated employees of RAFOS, supervises and monitors the credentialing of teachers and administrators throughout RAFOS, and supervises and evaluates the performance of assigned personnel.



## **F. Director of Finance**

Reporting to the Superintendent/Executive Director, the Director of Finance is responsible for the oversight of all finance and accounting activities. The Director of Finance oversees the functional responsibility of budget development, accounting, accounts payable, accounts receivable, cash management, financial reports, fiscal compliance and reporting, and audits. The Director of Finance ensures that the Rocklin Academy Family of Schools has the accounting and compliance systems and procedures in place to support effective school operations at multiple sites. The Director of Finance works closely with principals, program and operations leaders, and their staffs, to educate and support finance, accounting and compliance procedures, and to explore and improve support of school operations. In addition, the Director of Finance partners with the Superintendent/Executive Director, and Senior Leadership to enhance and support the operation of key home office functions. The Director of Finance is involved in supporting presentations to the Board of Directors, as well as leadership.

## **G. Director of Special Education**

Under the direction of the Superintendent/Executive Director, the Director of Special Education is responsible for managing the organization's Special Education program providing leadership, management, and coordination. This position also consults with site level administration in the execution of special education services. Duties will be to carry out special education responsibilities in accordance with the organization's policies and applicable laws. This position will serve as a liaison with El Dorado County Office of Education Charter Special Education Local Plan Area (SELPA) and other community agencies, contract service organization and non-public schools.

## **H. Director of Growth and Community Engagement**

The Director of Growth and Community Engagement is responsible for managing strategic growth and planning, and for creating an environment in which Rocklin Academy Family of Schools earns broad community support for opening new schools in the region. This involves working to build deep community relations that allow Rocklin Academy Family of Schools to serve more students and families, as well as partnering internally with other functional teams to create and execute expansion plans that allow each school to be sustainable and provide high-quality education that is consistent with and in support of the RAFOS Strategic Plan.

A direct report to the Superintendent/Executive Director, the Director of Growth and Community Engagement will play a critical role in the Corporation's direction and growth. As a member of the Senior Leadership Team, s/he is instrumental in building on Rocklin Academy Family of Schools' foundation as a network of high-performing charter schools.

## **I. Coordinator of State and Federal Programs**



Under the supervision and administrative direction of the Superintendent/Executive Director, the Coordinator of State and Federal Programs is responsible for the leadership, management and coordination of designated categorically funded programs including, but not limited to, GATE, English Learner, Title I, Homeless, Career Technical Education (“CTE”), and Safe & Drug Free Schools (“SDFSC”), to promote quality educational opportunities for all students and to provide appropriate learning opportunities to those students identified in or needing services from each categorical program

## **J. The Principal**

Day-to-day administration of the Charter School is managed by the Principal, as outlined in the employment contract and to the extent practical, in collaboration with teams of students, parents, teachers and administrators. The Principal makes day-to-day operational decisions and budgetary expenditures consistent with the Corporation’s approach. The Principal ensures that the curriculum is implemented in order to maximize student-learning experiences. The Principal reports directly to the Superintendent/Executive Director or designee.

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 Rocklin Academy Family of Schools’ mission and vision.
- Oversee development and implementation of curriculum in alignment with State Standards and Frameworks and the Core Knowledge 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 IEPs and attend 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.

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

## **K. Assistant Principal**

Under the direction of the Principal, the Assistant Principal organizes, coordinates and administers assigned programs and activities related to student discipline, attendance, instruction and general school operations. Assistant Principals assist the Principal with administrative duties involving student conduct, curriculum development and school plant operations as assigned, and supervise and evaluate the performance of assigned personnel.

## **L. Parent Input Regarding the Educational Program**

As required by Education Code Section 47605, American River Collegiate Academy will use a range of methods to consult with and receive parental input. These methods are currently in use for parents attending existing Rocklin Academy 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 on the Parent Student Partnership Committee (“PSP”).

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: American River Collegiate Academy 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 Rocklin Academy students, all American River Collegiate Academy parents will be surveyed regarding their levels of satisfaction and to obtain their input on how we can improve annually. Students at certain grade levels will also be surveyed to provide input and information. The survey results will be reviewed annually by the faculty, administration, and Board.

Parent Participation on Committees: Parents are encouraged to participate on a wide range of school committees. These include committees such as the Strategic Planning Committee, Parent Volunteer Committee, Finance Committee, and other ad hoc committees that the Board may create.

Parent Participation on the Board of Directors: The input of all school stakeholders will be valued by the Board as well as the Charter School. The membership of the Board of Directors has always included a significant number of parents of current students.

Parent Participation in American River Collegiate Academy: Ongoing participation by parents is an important part of American River Collegiate Academy. Each family will be encouraged provide 30 hours of volunteer service to American River Collegiate Academy. Building on the participation of parents at current Rocklin Academy schools, parents will provide a wide range of opportunities 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.

## **Element V: Employee Qualifications**

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

### **Overview**

All Charter School staff will be of good character and will indicate a genuine interest in students and education. The Superintendent/Executive Director is responsible for interviewing and recommending the final hiring decision for all employees at the Charter School to the Board. The Board is responsible for ratifying all hiring decisions, and selection and hiring of the Superintendent/Executive Director. All Charter School hiring practices will comply with federal and state anti-discrimination laws.

### **Superintendent/Executive Director**

Experience: This position requires ten (10) years of progressively responsible experience in education with at least five years of experience as a lead administrator including oversight responsibilities for each of the following areas: strategic development; operational planning, management and evaluation; program development and implementation; communications; contract development and administration; budget management and accounting; and personnel management. Experience in a public charter school is strongly preferred.

Education: This position requires a Bachelor's degree from an accredited, four-year college or university; an advanced degree is preferred.

### **Director of Human Resources/Operations**

Experience: This position requires a minimum of five (5) years of experience in human resources.

Education: This position requires a Bachelor's degree in Human Resources or related field. A Master's degree from a recognized college or university with courses in personnel administration, public administration or a related field, desirable.

### **Director of Finance**

Education: This position requires a Bachelor's degree in Accounting or Finance; a CPA and/or MBA strongly preferred

Experience: This position requires a minimum of 5 years of experience in finance/accounting, with solid experience coordinating audit activities, managing reports, accounts payable and receivable, and general ledger. This position requires experience with payroll processing utilizing accounting software, GAAP knowledge and experience, and hands-on experience installing, improving, and/or utilizing accounting software. This position requires experience in effectively communicating key data, including presentations to team, senior management,



Board or other internal and outside partners, experience in an educational setting, and with filing reports required by California K-12 public schools.

### **Director of Special Education**

Education: This position requires a degree from a four-year accredited college or university, a valid California Administrative Services Credential and Master's Degree from an accredited institution of higher learning including specialized training in special education curriculum and instruction.

Experience: This position requires a minimum of three years' practical public school experience as a special education teacher or specialist or as a school psychologist in the education of individuals with exceptional needs. Program Specialist experience preferred.

### **Director of Growth and Community Engagement**

Education: This position requires a Bachelor's degree from an accredited, four-year college or university; an advanced degree is preferred.

Experience: This position requires three years' experience in administration at a school or equivalent combination of education and experience. Public charter school experience is preferred.

### **Coordinator of State and Federal Programs**

Education: This position requires a degree from a four-year accredited college or university, and post-graduate training in the broad aspects of school administration, curriculum, assessment, and learning theory. Master's Degree is preferred.

Experience: Experience in managing and/or overseeing the implementation of categorical programs/budgets with a minimum of one-year site and/or district level administrative responsibilities.

### **Principal**

Education: This position requires a degree from a four-year accredited college or university, a Valid California Teaching Credential, a valid California Administrative Services Credential. Master's Degree is desired.

Experience: This position requires a minimum of five years' teaching experience and leadership experience within a school setting.

### **Assistant Principal**

Education: This position requires a Bachelor's degree or higher from an accredited college or university, a valid California Teaching Credential, a valid California Administrative Services Credential or in the process of obtaining one.

Experience: This position requires a minimum of four years of classroom teaching experience and leadership experience within a school setting.

### **Teacher Qualifications**

The most important qualities for American River Collegiate Academy teachers are:

- Concern for our students;
- Familiarity with or willingness to be trained in the Charter School's Core Knowledge Sequence
- A demonstrable effectiveness in teaching; and
- A willingness to work hard and to take responsibility and exercise leadership for the Charter School as a whole.

Specific qualifications include:

- In accordance with Education Code Section 47605(l), possession of 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;
- Dedication to putting in time, energy, and effort in developing the Charter School's program;
- Commitment to working with parents as educational partners;
- Willingness to become a learner as well as teacher/coach in the Charter School;
- Knowledge or willingness to become knowledgeable about the developmental needs of all students;
- Sensitivity to social as well as academic needs of the students;
- Willingness and ability to plan cooperatively with other teachers;
- Willingness to be trained in the use of different curriculums and learning styles in the classroom;
- Willingness to take a leadership role in some aspect of the Charter School's development; and
- A strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development.

### **Non-Certificated Staff**

The Charter School may also employ or retain non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position within the Charter School as outlined in the Charter School's staffing plan and the Charter School's adopted personnel policies. Paraprofessionals shall comply with applicable requirements under the ESEA.



All staff will understand, in dress and demeanor, that they are role models for students. The best individuals are sought – understanding that those who desire to work in a public charter school should display a love for learning and exhibit joy in their task.

### **Personnel Policies**

The Charter School has developed personnel policies which are periodically reviewed by the Board and the Charter School's legal counsel for compliance with applicable laws.

### **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 Rocklin Academy Family of Schools. Ongoing professional development is essential to the continued development of faculty skills and expertise, and the retention of high-quality faculty members. American River Collegiate Academy's professional development will be closely aligned to the Danielson Framework (Appendix L), and will be differentiated to meet the needs of individual teacher's professional learning goals. All full time American River Collegiate Academy 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.

### **Evaluation of Employees**

Faculty members will be 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 will be evaluated based on the following four domains.

1. Planning and Preparation
2. The Classroom Environment
3. Instruction
4. Professional Responsibilities.

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

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

*That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*

*That the school safety plan be reviewed and updated by March 1 of every year by the charter school*

*Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, American River Collegiate Academy will maintain and implement health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. 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 the Charter School's insurance carrier, these policies may often be updated. A complete copy of the Charter School's health and safety policies is available to the District any time upon request.

These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Superintendent/Executive Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

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

### **Procedures for Background Checks**

Employees and contractors of the Charter School are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1.

Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of Human Resources/Operations or her/his designee will monitor compliance with this policy. The Charter School will comply with Education Code requirements regarding fingerprinting.

Volunteers who wish to volunteer outside of the direct supervision of an employee are subject to Live Scan fingerprinting with the Department of Justice and must receive a background clearance prior to volunteering.



The Charter School is set up to receive “subsequent notifications” for people fingerprinted with our schools, which means if the person is arrested, the Charter School will be notified.

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

All employees will be mandated child abuse reporters and shall comply with mandated reporting requirements consistent with state and federal law. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

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

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

### **Immunizations**

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

### **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto- injectors and training for staff members.

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

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

### **Oral Health Examinations**

The Academy requires its students to comply with all oral health examinations pursuant to Education Code Section 49452.8.

### **Emergency Preparedness**

The Charter School adheres to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal. This plan

includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

### **Bloodborne Pathogens**

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

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of any incoming 7<sup>th</sup> grade students pursuant to Education Code Section 49452.7. The information sheet will include, but not be limited to, 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 methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Prevention of Human Trafficking**

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

### **Feminine Hygiene Products**

If more than forty percent (40%) of American River Collegiate Academy students meet the federal pupil poverty threshold, the Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

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

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a



schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.

### **California Healthy Youth Act**

The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-12, at least once in junior high or middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

### **School Safety Plan**

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

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

### **Drug-Free/Alcohol-Free/Smoke-Free Environment**

The Academy shall maintain a drug-, alcohol-, and smoke-free environment.

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

### **Integrated Complaint and Investigation Procedure**

The Charter School utilizes a complaint and investigation procedure, including a Uniform Complaint Policy and Procedures, to centralize all complaints and concerns coming into the Charter School. Under the direction of the Board, the Superintendent/Executive Director is

responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

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

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

### **School Facility Safety**

The Charter School will comply with all applicable federal environmental laws. The Charter will 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 Charter School 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. The Charter School will conduct fire drills monthly. As is current practice with all the Rocklin Academy Family of Schools charter schools, if the Charter School's students are housed at facilities belonging to the Authorizer, the Charter School will operate under the provisions of the School Safety Plan of the facility where it is housed. If the Charter School 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 Section 32286(a).

### **Bullying Prevention**

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.



## **ELEMENT VII: RACIAL AND ETHNIC BALANCE**

*Governing Law: The means by which the charter 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. Education Code Section 47605(b)(5)(G).*

Pupils will be considered for admission without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). The Charter School implements a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the general population.

- An enrollment timeline and process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
- The development of promotional and informational material that addresses the needs of various racial and ethnic groups;
- Outreach meetings to communicate with prospective students and parents;
- A summary of ethnic and racial balance will be included in the American River Collegiate Academy Annual Reports.
- Targeted marketing in order to achieve racial and ethnic balance including print and electronic media, community and regional outreach through flyers, direct presence at service group meetings within and outside the community, distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial and ethnic groups represented in the District, outreach meetings in convenient locations and upon the request of community groups to reach prospective students and parents, and direct mail where appropriate.

The Charter School's recruitment strategies are reviewed and updated annually based upon the success and/or failures of the prior year.

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

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

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

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

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

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

American River Collegiate Academy will actively recruit a diverse student population who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy. Prospective students and their parents/guardians will be briefed regarding the Charter School's instructional and operational philosophy and informed of the Charter School's student-related policies during community events and information sessions. Such meetings will occur multiple times, and will be held at various times of day, to accommodate parent schedules. Should a parent be unavailable for a scheduled meeting, a private appointment will be arranged at the parent/guardian's convenience. A copy of the Charter School's Parent/Student Handbook is available on the Charter School's website



for review prior to enrollment. Outreach efforts will include door-to-door outreach to homes and into the community to inform parents of public school choice, including visits to churches, community centers, libraries, pre-schools, local businesses, etc., to actively seek out parents who might not be aware of this opportunity otherwise.

The American River Collegiate Academy admission process is comprised of completion and submission of:

- A student application
- Proof of Residency Form for students residing in the authorizing district
- Proof of minimum age requirements

Applications will be accepted during a publicly-advertised lottery application period each year for possible enrollment in the following school year. Following the lottery application period each year, the Charter School will hold a public random drawing (or “lottery”) to determine admission, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the applicants in the following order:

1. Children of Rocklin Academy Family of Schools full-time employees
2. Siblings of students admitted to or attending American River Collegiate Academy
3. Students who reside within the District
4. Children of Rocklin Academy Family of Schools board members
5. Students who reside outside the District

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

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

Public random lottery information will be communicated to all interested families and will be made available on the Charter School’s website.

An applicant who has been offered and accepts admission will receive an enrollment packet which requires the completion and submission of additional documentation to confirm student's enrollment.



## **ELEMENT IX: ANNUAL INDEPENDENT FINANCIAL AUDIT**

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

The Charter School will maintain appropriate financial records. The Charter School will operate under generally accepted accounting principles ("GAAP"). A business operations manual has been developed/adopted and utilized for the Charter School's day-to-day business functions.

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

The Board will select an independent auditor. 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.

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

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



## ELEMENT X: SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

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

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

### Policy

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as American River Collegiate Academy's policy and procedures for student suspension and expulsion and it may be amended from time to time



without the need to amend the charter so long as the amendments comport with legal requirements. American River Collegiate Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

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

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

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

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



removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

### **A. Grounds for Suspension and Expulsion of Students**

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

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force of violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.



- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.



- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iii. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    - ii. An act of cyber sexual bullying.
      - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that



has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

- (a) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- (b) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

- 2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- b) Brandishing a knife, as defined in Education Code 48915(g), at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

- 3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death,



great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

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

with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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



- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife, as defined in Education Code 48915(g), at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:



1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or American River Collegiate Academy employee who referred the student to the Principal or designee.

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.



This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### **D. Authority to Expel**

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

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

#### **E. Expulsion Procedures**

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

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

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

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of American River Collegiate Academy's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at American River Collegiate Academy to any other school district or school to which the student seeks enrollment;



- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

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



preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

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

#### **I. Written Notice to Expel**

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

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

#### **J. Disciplinary Records**

American River Collegiate Academy shall maintain records of all student suspensions and expulsions at American River Collegiate Academy. Such records shall be made available to the District upon request.

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

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

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

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

#### **M. Rehabilitation Plans**

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



from the date of expulsion when the pupil may reapply to American River Collegiate Academy for readmission.

#### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon American River Collegiate Academy's capacity at the time the student seeks readmission.

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

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

#### **P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

##### **1. Notification of SELPA**

American River Collegiate Academy shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who American River Collegiate Academy or the SELPA would be deemed to have knowledge that the student had a disability.

##### **2. Services During Suspension**

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

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

Within ten (10) school days of a recommendation for expulsion or any decision to

change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

#### 4. Due Process Appeals

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



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

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

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

#### 5. Special Circumstances

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

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

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

#### 6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to

IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if American River Collegiate Academy had knowledge that the student was disabled before the behavior occurred.

American River Collegiate Academy shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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

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

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

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



## **ELEMENT XI: RETIREMENT BENEFITS**

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

All full-time employees at the Charter School 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. Charter School 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 Charter School's employee policies. The Director of Human Resources/Operations is responsible for ensuring that arrangements for retirement coverage are made for all employees at the Charter School.

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

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

Enrollment at the Charter is voluntary and no student may be required to attend the Charter School. Enrollment at a public school in the district of residence or inter-district transfer according to district policy is an option for students who reside within the District who do not choose to attend the Charter School. Parents will be notified on admissions forms that enrollment in the Charter School shall not guarantee any student placement or enrollment in any program or school of the District as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.



### **ELEMENT XIII: EMPLOYEE RETURN RIGHTS**

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

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

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## **ELEMENT XIV: DISPUTE RESOLUTION PROCEDURE**

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

*Education Code Section 47605(b)(5)(N).*

### **DISPUTE RESOLUTION PROCESS**

It is anticipated that the Authorizer and the Charter School will maintain and enjoy a mutually beneficial and cooperative relationship.

The Corporation's Board of Directors maintains policies and processes consistent with this Charter for airing and resolving internal and external disputes.

#### **Internal Dispute Resolution**

The Board has created an internal dispute resolution procedure that shall be binding on students, parents, volunteers, Charter School personnel, and Board members. All members of the school community will be provided with a copy of the Charter School's internal dispute resolution procedure and will agree to work within it. The Board shall have authority to make final determinations regarding all internal disputes.

The District agrees to refer all complaints regarding the Charter School's operations to the Superintendent/Executive Director for resolution in accordance with the Charter School's adopted policies.

#### **Disputes Between the Charter and the Authorizer**

*The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District*

In the event of any dispute arising between the Charter School and the District regarding the misinterpretation, misapplication, or violation of the Charter, representatives (or designees) of the District and the Charter School shall meet and confer with the objective of resolving such disputes within fifteen (15) working days of the written request ("dispute statement") of either party. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.



If within seven (7) days after the parties have met and conferred, or such longer period as may be agreed upon by the parties, the dispute cannot be resolved by the parties to their mutual satisfaction, the District and the Charter School shall then convene a committee composed of two members of the Board of Trustees for the District, two members of the Board of Directors of the Corporation, along with one staff member from both the District and the Charter School. The committee shall meet within thirty (30) days, or such longer period as may be agreed upon by the parties, to resolve the dispute to the mutual satisfaction of the parties.

If the committee convened pursuant to the preceding paragraph is unable to resolve any dispute between the parties within fourteen (14) days, or such longer period as may be agreed upon by the parties, such disputes shall be submitted to mediation. The parties shall select a mutually acceptable mediator. If no agreement on the mediator is reached within five (5) days, then the parties shall request the state mediation/conciliation services to provide a list of seven (7) mediators from which the parties shall strike names alternatively until only one (1) name remains, which person shall be the mediator.

The mediator shall render a non-binding, advisory decision that will be in writing and will set forth findings of fact, reasoning, and conclusions on the issues submitted. All costs for the services of the mediator, including, but not limited to, per diem expenses, travel and subsistence expenses, and the cost for any hearing shall be borne equally by the parties.

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

## **ELEMENT XV: SCHOOL CLOSURE PROCEDURES**

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

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

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

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

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the District to store original records of the Charter School's students. All student records of the Charter School shall be transferred to the District upon closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

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



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

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

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

As the Charter School is operated by the Corporation, 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 its reserve fund to undertake any expenses associated with the closure procedures identified above.

## **Miscellaneous Charter Elements**

### **A. Budgets and Financial Reporting**

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

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

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

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

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

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

### **B. Insurance**

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by



the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

### **C. Administrative Services**

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

The Charter School anticipates it will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

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

### **D. Facilities**

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

American River Collegiate Academy will operate within the boundaries of the District. The Charter School is seeking to secure a private facility for the first year of operation, but reserves the right to request a Proposition 39 facility from the District. For the first year of operation, American River Collegiate Academy will have the following facility needs:

- Approximately seven classrooms that can accommodate 24 students and one teacher each.
- Additional classroom or small group space for intervention services.
- Office space for administration
- Conference room
- Office space for special education services and assessments
- Collaborative space for approximately 15 staff members
- Outdoor play area
- Space to serve hot lunch
- Server room with proper air conditioning

#### Additional Needs:

- A space for photocopier and extra supply storage
- A secure space for locked cumulative file storage
- A secure place for teacher mailboxes
- A reception desk with a phone
- Common area space with bookshelves for a library
- A secure space for laptop/iPad storage or desktop computer use
- Space for family members to use computers

If District facilities are used during the term of this charter, American River Collegiate Academy shall abide by all District policies relating to Maintenance and Operations Services.

### **E. Transportation**

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

### **F. Attendance Accounting**

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

### **G. Reporting**

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

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Section 47604.32.

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

### **H. Potential Civil Liability Effects**

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

American River Collegiate Academy shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes



within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

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

Further, American River Collegiate Academy and the District shall enter into a MOU, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

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

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

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

## **Conclusion**

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



## **APPENDICES**

- A: The Rocklin Academy Articles of Incorporation, Bylaws, and Conflict of Interest Code
- B: Sample Individual Student Plan Documents
- C: Sample Weekly Schedules
- D: "What is Professional Learning" Article
- E: 2019-2020 School Calendar
- F: Sample Year Long Plan
- G: Registration Documents and Sample Student Schedule
- H: Western Sierra Collegiate Academy School Profile
- I: EDCOE Master Contract
- J: Sample Elementary and High School Report Cards
- K: List of Board Members
- L: Danielson Framework
- M: Projected First Year Budget/Start Up Costs/Cash Flow/Budget Assumptions/  
Financial Projections for First Three Years
- N: Organizational Chart
- O: Signature Page

**Appendix A:**  
Articles of Incorporation  
Bylaws  
Conflict of Interest Code



## **APPENDIX A**

### **BYLAWS OF THE ROCKLIN ACADEMY**

(A California Nonprofit Public Benefit Corporation)

#### **ARTICLE I NAME**

Section 1. NAME. The name of this Corporation is The Rocklin Academy.

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

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation shall be in Placer County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

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

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

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this Corporation is to educate children in the greater Sacramento area. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

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

#### **ARTICLE IV**

## **CONSTRUCTION AND DEFINITIONS**

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

## **ARTICLE V DEDICATION OF ASSETS**

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

## **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

## **ARTICLE VII BOARD OF DIRECTORS**

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

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



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

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than nine (9), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by one or more of charter granting agencies pursuant to Education Code Section 47604(b). If one or more granting agencies appoint a representative to serve on the Board, the Board may appoint an additional director to ensure an odd number of Board members. All directors, except for a representative appointed by a granting agency, shall be designated by the existing Board of Directors. All directors are to be designated at the Corporation's annual meeting of the Board of Directors unless a vacancy occurs as outlined in these bylaws. Board members are desired to have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations, but shall not be prohibited from serving on the Board if otherwise qualified as determined in the sole discretion of the Board.

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

Section 5. DIRECTORS' TERM. Each director shall hold office for one (1) year and until a successor director has been designated and qualified.

Section 6. TERMS OF OFFICE. Each director shall hold office until the next annual meeting for election of the Board of Directors as specified in these Bylaws, and until his or her

successor is elected and qualified. Nominations of new Board members may be made by an existing Board member at the annual meeting. As a condition of appointment/reappointment to the Board, each person must annually agree to the following:

1. To come to each meeting fully prepared.
2. To attend all meetings. If absences are necessary, not to miss more than two (2) consecutive meetings, or not more than three (3) meetings in a three (3) month period, without prior notification and approval from the Chairman of the Board.
3. Commit to take a leadership role for an ongoing priority of the Board.

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

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) the failure of the directors, at any Board meeting at which any director or directors are to be appointed, to appoint the number of directors required to be appointed at such meeting; and (e) termination of employment with the Corporation or a charter school operated by the Corporation.

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

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

Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code, as said chapter may be modified by subsequent legislation. The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.



Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled at any time by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

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

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. The Board of Directors may designate that a meeting be held at any place within California that has been designated in the notice of the meeting provided that all meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act, as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act, as said chapter may be modified by subsequent legislation.

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

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

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner: a. Any such notice shall be addressed or delivered to each director at the director's mailing and/or email address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the

meetings of the Board of Directors are regularly held.

- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

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

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of at least one of the granting agencies in which at least one of charter schools operated by the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and

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<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.



shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

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

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- f. Expend corporate funds to support a nominee for director if more people have been

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<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

nominated for director than can be elected; or

- g. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board, by resolution adopted by a majority of the directors then in office, may create one or more advisory committees, each consisting of no more than two directors, to serve at the pleasure of the Board. Appointments to advisory committees of the Board of Directors shall be by majority vote of the directors then in office and may include members of the public as well as employees of Rocklin Academy. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall serve in an advisory capacity only to the Board and may make recommendations to the full Board to be considered at a publicly noticed Board meeting.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

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

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

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

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

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



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

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

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

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

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

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President, who is also known as the "Superintendent," is the chief executive officer and shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President

shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

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

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

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

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

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into



a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

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

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

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

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

## **ARTICLE XII INDEMNIFICATION**

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

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

## **ARTICLE XIII INSURANCE**

Section 1.     **INSURANCE.** This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

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

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

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

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

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

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

Section 3.     **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

#### **ARTICLE XVI REQUIRED REPORTS**

Section 1.     **ANNUAL REPORTS.** The Board of Directors shall cause an annual report



to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

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

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

- a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these bylaws.

**ARTICLE XVII  
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charters that created the charter schools or make any provisions of these bylaws inconsistent with the charters, the Corporation's articles of incorporation, or any laws.

**ARTICLE XVIII  
FISCAL YEAR**

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



### CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of The Rocklin Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this Corporation as adopted by the Board of Directors on August 6, 2012; and that these bylaws have not been amended or modified since that date.

Executed on August 20, 2018, at Rocklin, California.

Audrey Thomas, Secretary

## **CONFLICTS OF INTEREST CODE PURSUANT TO THE POLITICAL REFORM ACT OF 1974**

*(GOVERNMENT CODE §§87100, ET SEQ.)*

*Board Policy #2:009 is drafted in compliance with both the Political Reform Act ("PRA") in the Government Code and the Corporations Code applicable to nonprofit corporations. The Fair Political Practices Commission (the agency charged with enforcing the PRA) has opined that the PRA is applicable to charter schools. Also, Rocklin Academy Charter School is operated as a nonprofit corporation. Thus, this policy is drafted so that it is also compliant with the Corporations Code for conflicts of interest.*

### **I. ADOPTION**

The Governing Board hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of the The Rocklin Academy ("School").

### **II. DEFINITIONS**

"Designated Employees" are employees of the School and Board members who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest. The Designated Employees are listed in Exhibit "A" attached to this policy and incorporated herein by reference.

"Common Directors" are those Board members that sit on the Board of Directors of the School and the board of directors of another corporation with which the School is considering entering a contract or transaction.

"Interested Directors" are those Board members, or their family members, which include any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person, compensated by the School for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a director as director.

### **III. DISCLOSURE STATEMENTS**

#### **A. Statement of Economic Interest**

Each Designated Employee, including governing board members, shall file a Statement of Economic Interest ("Statement" or "Form 700") at the time and manner prescribed below,



disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the Designated Employee's position is assigned in Exhibit A.

An investment, interest in real property or income shall be reportable if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or by participation in the decision by the Designated Employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Exhibit B.

### **Contents of Statements**

**Initial Statements:** Initial Statements shall disclose any reportable investments, interests in real property, business positions held on the effective date of the Code and income received during the twelve (12) months prior to the effective date of the Code.

**Assuming Office Statements:** Assuming Office Statements shall disclose any reportable investments, business positions, interests in real property held on the date you assumed office, and income received during the 12 months before the date of assuming office.

**Annual Statements:** Annual Statements shall disclose reportable investments, business positions, interests in real property and income held or received at any time during the previous calendar year or since the date the designated employee took office if during the calendar year.

**Leaving Office Statement:** Leaving Office Statements shall disclose reportable investments, business positions, interests in real property and income held or received at any time during the period between the closing date of the last statement required to be filed and the date of leaving office.

### **Timing of Filings**

An initial Statement shall be filed by each Designated Employee within 30 days after the effective date of the Code. Thereafter, each new Designated Employee shall file a Statement within 30 days after assuming office. Each Designated Employee shall file an annual Statement by no later than April 1<sup>st</sup> of each year. Every Designated Employee who leaves office shall file a Statement within 30 days of leaving office.

### **Statements Filed With the Charter School**

All Statements shall be supplied by the Charter School on forms prescribed by the Fair Political Practices Commission (the Form 700). All Statements shall be filed with the Charter School. The Charter School's filing officer shall retain originals and make the Statements available for public inspection and reproduction. (Government Code § 81008.)

## **B. Common Director Disclosure Statement**

At the commencement of an individual's term with the Charter School and at the beginning of each fiscal year, each Board member shall complete a Common Director Disclosure Statement and provide it to the Charter School identifying all organizations for which he/she is a board member or committee member that are not otherwise disclosed in the Statement of Economic Interest.

## **IV. DISQUALIFICATION**

**Designated Employees:** No Designated Employee may make, participate in making, or in any way use or attempt to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the Designated Employee or a member of his or her immediate family or on:

- Any business entity or real property in which the Designated Employee has a direct or indirect investment or interest worth two thousand dollars (\$2,000) or more.
- Any source of income totaling five hundred dollars (\$500) or more provided or promised to the Designated Employee within twelve months prior to the decision. (This category does not include gifts or loans made at regular rates by commercial lending institutions.)
- The Designated Employee's personal finances or those of his/her immediate family. A decision will have an effect on this economic interest if the decision will result in the personal expenses, income, assets or liabilities of the Designated Employee or his/her immediate family increasing or decreasing.
- Any business entity in which the Designated Employee is the director, officer, partner, trustee, employee, or any kind of manager.
- Any business entity that is a parent or subsidiary of, or is otherwise related to, a business entity in which the Designated Employee has an interest.
- Any donor, or intermediary or agent of a donor, of gifts totaling \$470 or more in value provided to, promised to, or received by the Designated Employee within twelve months prior to the time when the decision is made.

No Designated Employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the Designated Employee's participation legally required.)

**Common Directors:** No Common Director may make, participate in making, or in any way use or attempt to use his/her official position to influence any School decision which involves the Common Director's other directorship.

**Interested Directors:** Not more than 49 percent of the persons serving on the Board of the School



may be Interested Directors.

### **Manner of Disqualification**

**Designated Employees:** When a Designated Employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Superintendent/Executive Director, who shall record the employee's disqualification. In the case of the Superintendent/ Executive Director, this determination and disclosure shall be made in writing to the Governing Board.

Governing Board members shall orally disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made following the announcement of the agenda item, but before the discussion or vote commences. This disclosure shall be made part of the Board's official record. The disqualified Board member shall then refrain from participating in the decision in any way and should leave the Board meeting during the Governing Board's discussion and/or decision relating to the disqualifying interest.

If the decision is made during a closed session, the member's disqualification may be made orally during the open session before the body goes into closed session and shall be limited to a declaration that his/her recusal is because of a conflict of interest under Government Code section 87100. The declaration shall be made part of the official public record. The member shall not be present when the decision is considered in closed session or knowingly obtain or review a recording or any other non-public information regarding the decision.

The following must be confirmed in the affirmative prior to the Board's acceptance of a contract or transaction with a Designated Employee or Common Director: That the transaction is entered into for the benefit of the School;

- The corporation for its own benefit enters into the transaction, which is fair and reasonable to the School at the time it enters into the transaction;
- That after reasonable investigation under the circumstances, the Board determines, in good faith, that the Charter School could not have obtained a more advantageous arrangement with reasonable effort. Documentation of the results of the investigation shall be retained either in the Board minutes and/or in the school's financial files.

Disqualified Designated Employees and Common Directors shall not be counted toward achieving a quorum while the item is discussed. **[Note: The Corporations Code permits an interested director to be counted in determining whether a quorum is reached. This policy, however, is written to ensure compliance with the Political Reform Act, which does not allow this practice.]**

THE ROCKLIN ACADEMY GOVERNING BOARD

**Adopted: May 1, 2006**

**Amended: January 20, 2015**



**EXHIBIT A**

**DESIGNATED EMPLOYEES**

<b>Designated Employee - Title</b>	<b>Assigned Disclosure Category</b>
Governing Board Members	1, 2, 3
Superintendent/Executive Director	1, 2, 3
Deputy Superintendent	1, 2, 3
Principals (Each School Site)	2, 3
Director of HR & Operations	2, 3
Director of Finance	2, 3
Director of Growth and Community Engagement	2, 3
Director of Special Education	2, 3
Consultants/New Positions	*

\*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Superintendent/Executive Director may determine in writing that a particular consultant although a "designated position" is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent/Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Govt. Code § 81008.)

**EXHIBIT B**

**DISCLOSURE CATEGORIES**

**Category 1**

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two-mile radius) of any county in which The Rocklin Academy operates.
- b. Investments in, income (including gifts, loans, and travel payments), from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.

**Category 2**

Designated positions assigned to this category must report:

Investments in, income (including gifts, loans, and travel payments), from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by The Rocklin Academy, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extracurricular courses.

**Category 3**

Designated positions assigned to this category must report:

Investments in, income (including gifts, loans, and travel payments), from sources which are engaged in the performance of work or services of the type to be utilized by The Rocklin Academy, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.



# Appendix B:

## Sample Individual Student Plan Documents

## APPENDIX B

### **Individualized Learning Plan: Concern and Action Map**

Teacher Name: \_\_\_\_\_ Year: \_\_\_\_\_

Student's Name	Area(s) of Concern	September Actions	November Actions	January Actions	April Actions	June Results
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						



# **Individualized Learning Plan: MAP Student Goal Sheet**

## **2019-2020**

### **Fall MAP Results**

In Math, my RIT score was \_\_\_\_\_.  
In Reading, my RIT score was \_\_\_\_\_.  
In Language, my RIT score was \_\_\_\_\_.

### **Winter MAP Results**

In Math, my RIT score was \_\_\_\_\_.  
In Reading, my RIT score was \_\_\_\_\_.  
In Language, my RIT score was \_\_\_\_\_.

### **MAP Spring Goals**

My growth target for the Spring Math MAP is \_\_\_\_\_.  
My growth target for the Spring Reading MAP is \_\_\_\_\_.  
My growth target for the Spring Language MAP is \_\_\_\_\_.

<b><u>Academic Routines</u></b> <ul style="list-style-type: none"><li><input type="checkbox"/> Come prepared for class everyday</li><li><input type="checkbox"/> Follow all directions</li><li><input type="checkbox"/> Do and check homework</li><li><input type="checkbox"/> Ask for help when unsure</li><li><input type="checkbox"/> Participate and ask more questions in class</li><li><input type="checkbox"/> Neat and careful work</li></ul>	<b><u>Reading</u></b> <ul style="list-style-type: none"><li><input type="checkbox"/> Read 20 min outside class</li><li><input type="checkbox"/> Practice context clues strategies to identify unknown words</li><li><input type="checkbox"/> Use evidence from the text to answer comprehension questions</li><li><input type="checkbox"/> Identify main idea and key details of a text</li><li><input type="checkbox"/> Discuss what we are learning at home to build vocab</li></ul>
<b><u>Language Usage</u></b> <ul style="list-style-type: none"><li><input type="checkbox"/> Use appropriate punctuation in writing</li><li><input type="checkbox"/> Write detailed sentences by including adjectives and adverbs</li><li><input type="checkbox"/> Practice spelling words daily/weekly</li><li><input type="checkbox"/> Practice subject verb agreement in speech and writing (past, future, present tense)</li></ul>	<b><u>Math</u></b> <ul style="list-style-type: none"><li><input type="checkbox"/> Use RDW (read, write, draw) to solve word problems</li><li><input type="checkbox"/> Memorize addition/subtraction math facts through 20</li><li><input type="checkbox"/> Identify key words in word problems</li><li><input type="checkbox"/> Check if answer is reasonable</li></ul>

## Math

240			
235			
230			
225			
220			
215			
210			
205			
200			
195			
190			
185			
180			
175			
170			
165			
160			
155			
	Fall Score	Winter Score	Spring Score

## Reading

240			
235			
230			
225			
220			
215			
210			
205			
200			
195			
190			
185			
180			
175			
170			
165			
160			
155			
	Fall Score	Winter Score	Spring Score

## Language

240			
235			
230			
225			
220			
215			
210			
205			
200			
195			
190			
185			
180			
175			
170			
165			
160			
155			
	Fall Score	Winter Score	Spring Score



# Appendix C:

## Sample Weekly Schedules

First Grade		Ferguson's Lesson Plans #35				2018/2019
May		13	14	15	16	17
Schedule		Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	Arrival	<ul style="list-style-type: none"> <li>Unpack/lunch choice</li> <li>Job</li> <li>Morning Work: Math CI Focus</li> </ul>	<ul style="list-style-type: none"> <li>Unpack/lunch choice</li> <li>Job</li> <li>Morning Work: Sentence Fix-up</li> </ul>	<ul style="list-style-type: none"> <li>Unpack/lunch choice</li> <li>Job</li> <li>Morning Work: Math CI Focus</li> </ul>	<ul style="list-style-type: none"> <li>Unpack/lunch choice</li> <li>Job</li> <li>Morning Work: Sentence Fix-up</li> </ul>	<ul style="list-style-type: none"> <li>Unpack/lunch choice</li> <li>Job</li> <li>Morning Work: Math Fluency</li> </ul>
8:20-8:30	Morning Meeting	<ul style="list-style-type: none"> <li>Classroom Meeting</li> </ul> <b>Transition:</b> I'm Alive Away...Song Pledge of Allegiance	<ul style="list-style-type: none"> <li>Classroom Meeting</li> </ul> <b>Transition:</b> I'm Alive Away...Song Pledge of Allegiance	<ul style="list-style-type: none"> <li>Classroom Meeting</li> </ul> <b>Transition:</b> I'm Alive Away...Song Pledge of Allegiance	<ul style="list-style-type: none"> <li>Classroom Meeting</li> </ul> <b>Transition:</b> I'm Alive Away...Song Pledge of Allegiance	<ul style="list-style-type: none"> <li>Classroom Meeting</li> </ul> <b>Transition:</b> I'm Alive Away...Song Pledge of Allegiance
8:30-9:30	Math Friday: PE	Module 5: Topic: Geometry Lesson 6  (math workshop)	Module 5: Topic: Geometry Lesson 7  (math workshop)	Module 5: Topic: Geometry Lesson 8  (math workshop)	Module 5: Topic: Geometry Lesson 9  (math workshop)	Module 5: Topic: Geometry Lesson 10  (math workshop)
9:30-9:40	CI/Phonics	Main Idea	Main Idea	Main Idea	Main Idea	PE
9:40-10:12	Writing	Writing Final Assessment Topic: Narrative Writing Topic: The Sphinx <b>►Brainstorm</b>  Write an informative writing piece on the Sphinx	Writing Final Assessment Topic: Narrative Writing Topic: The Sphinx <b>►pre-writing</b>	Writing Final Assessment Topic: Narrative Writing Topic: The Sphinx <b>►Draft</b>	Writing Final Assessment Topic: Narrative Writing Topic: The Sphinx <b>►Final</b>	
10:12-10:27		Recess				
10:30 - 10:40	Read Aloud	Code 7	Code 7	Ferguson: Code 7	Domain 4: Early World Civilization Lesson 11: King Tut Part 1 reading	Spelling Test
10:40-11:00	WIN Time	WIN Time -Focus: Math Telling Time  1. Number Sense 2. Measurement 3. Geometry 4. Operations & Algebraic Thinking	WIN Time-Focus: Language Arts <b>►MUST Do: Skills Phonic Packet</b> 1. Vocabulary 2. Phonics - Digraphs 3. Phonics - Vowel Blends 4. Comprehension: Interpretation 5. Comprehension: Retelling	WIN Time -Focus: Math <b>►MUST Freckle Math Goal</b>  1. Number Sense 2. Measurement 3. Geometry 4. Operations & Algebraic Thinking	WIN Time-Focus: Language Arts <b>►MUST Do: Skills Phonic Packet</b> 1. Vocabulary 2. Phonics - Digraphs 3. Phonics - Vowel Blends 4. Comprehension: Interpretation 5. Comprehension: Retelling	WIN Time-Focus: Math <b>►MUST Do: Telling Time</b>  1. Number Sense 2. Measurement 3. Geometry 4. Operations & Algebraic Thinking
Lunch 11:15 TO 11:55						

First Grade		Ferguson's Lesson Plans #35				2018/2019
May		13	14	15	16	17
Schedule		Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	Arrival	<ul style="list-style-type: none"> <li>Unpack/lunch choice</li> <li>Job</li> <li>Morning Work: Math CI Focus</li> </ul>	<ul style="list-style-type: none"> <li>Unpack/lunch choice</li> <li>Job</li> <li>Morning Work: Sentence Fix-up</li> </ul>	<ul style="list-style-type: none"> <li>Unpack/lunch choice</li> <li>Job</li> <li>Morning Work: Math CI Focus</li> </ul>	<ul style="list-style-type: none"> <li>Unpack/lunch choice</li> <li>Job</li> <li>Morning Work: Sentence Fix-up</li> </ul>	<ul style="list-style-type: none"> <li>Unpack/lunch choice</li> <li>Job</li> <li>Morning Work: Math Fluency</li> </ul>
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9:30-9:40	CI/Phonics	Main Idea	Main Idea	Main Idea	Main Idea	PE
9:40-10:12	Writing	Writing Final Assessment Topic: Narrative Writing Topic: The Sphinx <b>►Brainstorm</b>  Write an informative writing piece on the Sphinx	Writing Final Assessment Topic: Narrative Writing Topic: The Sphinx <b>►pre-writing</b>	Writing Final Assessment Topic: Narrative Writing Topic: The Sphinx <b>►Draft</b>	Writing Final Assessment Topic: Narrative Writing Topic: The Sphinx <b>►Final</b>	
10:12-10:27		Recess				
10:30 - 10:40	Read Aloud	Code 7	Code 7	Ferguson: Code 7	Domain 4: Early World Civilization Lesson 11: King Tut Part 1 reading	Spelling Test
10:40-11:00	WIN Time	WIN Time -Focus: Math Telling Time  1. Number Sense 2. Measurement 3. Geometry 4. Operations & Algebraic Thinking	WIN Time-Focus: Language Arts <b>►MUST Do: Skills Phonic Packet</b> 1. Vocabulary 2. Phonics - Digraphs 3. Phonics - Vowel Blends 4. Comprehension: Interpretation 5. Comprehension: Retelling	WIN Time -Focus: Math <b>►MUST Freckle Math Goal</b>  1. Number Sense 2. Measurement 3. Geometry 4. Operations & Algebraic Thinking	WIN Time-Focus: Language Arts <b>►MUST Do: Skills Phonic Packet</b> 1. Vocabulary 2. Phonics - Digraphs 3. Phonics - Vowel Blends 4. Comprehension: Interpretation 5. Comprehension: Retelling	WIN Time-Focus: Math <b>►MUST Do: Telling Time</b>  1. Number Sense 2. Measurement 3. Geometry 4. Operations & Algebraic Thinking
Lunch 11:15 TO 11:55						

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9:30-9:40	CI/Phonics	Main Idea	Main Idea	Main Idea	Main Idea	PE
9:40-10:12	Writing	Writing Final Assessment Topic: Narrative Writing Topic: The Sphinx <b>►Brainstorm</b>  Write an informative writing piece on the Sphinx	Writing Final Assessment Topic: Narrative Writing Topic: The Sphinx <b>►pre-writing</b>	Writing Final Assessment Topic: Narrative Writing Topic: The Sphinx <b>►Draft</b>	Writing Final Assessment Topic: Narrative Writing Topic: The Sphinx <b>►Final</b>	
10:12-10:27		Recess				
10:30 - 10:40	Read Aloud	Code 7	Code 7	Ferguson: Code 7	Domain 4: Early World Civilization Lesson 11: King Tut Part 1 reading	Spelling Test
10:40-11:00	WIN Time	WIN Time -Focus: Math Telling Time  1. Number Sense 2. Measurement 3. Geometry 4. Operations & Algebraic Thinking	WIN Time-Focus: Language Arts <b>►MUST Do: Skills Phonic Packet</b> 1. Vocabulary 2. Phonics - Digraphs 3. Phonics - Vowel Blends 4. Comprehension: Interpretation 5. Comprehension: Retelling	WIN Time -Focus: Math <b>►MUST Freckle Math Goal</b>  1. Number Sense 2. Measurement 3. Geometry 4. Operations & Algebraic Thinking	WIN Time-Focus: Language Arts <b>►MUST Do: Skills Phonic Packet</b> 1. Vocabulary 2. Phonics - Digraphs 3. Phonics - Vowel Blends 4. Comprehension: Interpretation 5. Comprehension: Retelling	WIN Time-Focus: Math <b>►MUST Do: Telling Time</b>  1. Number Sense 2. Measurement 3. Geometry 4. Operations & Algebraic Thinking
Lunch 11:15 TO 11:55						



May		6	7	8	9	10
Time	Day	Monday	Tuesday	Wednesday	Thursday	Friday
12:00-12:20	Daily SOAR Round 1	Independent Work SIPPS Group Review 16  Independent work: 1. Read to Self 2. Listen to writing 3. Work on Writing 4. Word Work	Independent Work SIPPS Group Review 16  Independent work: 1. Read to Self 2. Listen to writing 3. Work on Writing 4. Word Work	Independent Work SIPPS Group Review 17  Independent work: 1. Read to Self 2. Listen to writing 3. Work on Writing 4. Word Work	Independent Work SIPPS Group Review 17  Independent work: 1. Read to Self 2. Listen to writing 3. Work on Writing 4. Word Work	Domain 4: Ancient Civilization Lesson 7: Amon-Ra & the Gods of Egypt Booklet for God & Goddess Booklet
12:20-12:40	Daily SOAR Round 2	Guided Reading  ► Trade Books: Student Choice Independent work: 1. Read to Self 2. Listen to writing 3. Work on Writing 4. Word Work	Guided Reading  ► Trade Books: Student Choice Independent work: 1. Read to Self 2. Listen to writing 3. Work on Writing 4. Word Work	Guided Reading  ► Trade Books: Student Choice Independent work: 1. Read to Self 2. Listen to writing 3. Work on Writing 4. Word Work	Guided Reading  ► Trade Books: Student Choice Independent work: 1. Read to Self 2. Listen to writing 3. Work on Writing 4. Word Work	Guided Reading  ► Trade Books: Student Choice Independent work: 1. Read to Self 2. Listen to writing 3. Work on Writing 4. Word Work
12:40-1:00	SEL	Week 26 Lesson a Empowering Students to Prevent Bullying Part 1	Week 26 Lesson b Empowering Students to Prevent Bullying Part 2	PE 12:50 to 1:30	CKLA Skills Kate's Book Unit 5 Reader Comprehension Page	Week 26 Lesson d Learning for the conflicts of Characters
1:00-1:30	Grammar/ Skills	CKLA Skills Kate's Book Unit 5 Reader Comprehension Page	Voyages in English Focus: Possessive Pronouns Page: 99/100		Domain 4: Early World Civilization Lesson 11: King Tut Part 1 Activity: Journal	Voyages in English Focus: The Indefinite Pronouns Page: 101/102
1:30-2:00	Listening & Learning	Domain 4: Ancient Civilization Lesson 8: Approaching the Great Pyramids Vocabulary Journal	Domain 4: Ancient Civilization Lesson 9: The Sphinx Vocabulary Journal	Domain 4: Early World Civilization Lesson 10: The Story Hatshepsut Activity: Journal	Domain 4: Early World Civilization Lesson 11: King Tut Part 1 Activity: Coloring the King Tut with Jewels	Domain 4: Early World Civilization Lesson 11: King Tut Part II Activity: Journal
2:00-2:15	Recess					
2:15-3:00	Core Knowledge	Domain 4: Ancient Civilization Lesson 8: Approaching the Great Pyramids Activity: 3d Pyramid	Domain 4: Ancient Civilization Lesson 9: The Sphinx Activity: The Sphinx Directed Draw	Domain 4: Early World Civilization Lesson 8: Activity: 1. Complete Pyramid Photo 2. Mummy Color Page	Art Docent	Domain 4: Early World Civilization Lesson 11: King Tut Part 1 Activity: Coloring the King Tut with Jewels Complete
3:00-3:10	Pick-up and Dismissal					
	ISP	• Reading: 15 minutes • Math: Eureka Math Module 5 Lesson 1	• Reading: 15 minutes • Math: Eureka Math Module 5 Lesson 2	• Reading: 15 minutes • Math: Eureka Math Module 5 Lesson 3	• Reading: 15 minutes • Math: Eureka Math Module 5 Lesson 4	• Reading: 15 minutes • Math: Eureka Math Module 5 Lesson 5
• Weekly ELD Standards Attached						

NOTE: Highlighted ELD Standards below indicate weekly focus.

<b>A. Collaborative</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
1. Exchanging information & ideas	P1.A.1.Em	P1.A.1.Ex	P1.A.1.Br
2. Interacting via written English	P1.A.2.Em	P1.A.2.Ex	P1.A.2.Br
3. Offering and supporting opinions	P1.A.3.Em	P1.A.3.Ex	P1.A.3.Br
4. Adapting language choices	P1.A.4.Em	P1.A.4.Ex	P1.A.4.Br
<b>Interpretive</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
5. Listening actively	P1.B.5.Em	P1.B.5.Ex	P1.B.5.Br
6. Reading/viewing closely	P1.B.6.Em	P1.B.6.Ex	P1.B.6.Br
7. Evaluating language choices	P1.B.7.Em	P1.B.7.Ex	P1.B.7.Br
8. Analyzing language	P1.B.8.Em	P1.B.8.Ex	P1.B.8.Br
<b>C. Productive</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
9. Presenting	P1.C.9.Em	P1.C.9.Ex	P1.C.9.Br
10. Writing	P1.C.10.Em	P1.C.10.Ex	P1.C.10.Br
11. Supporting opinions	P1.C.11.Em	P1.C.11.Ex	P1.C.11.Br
12a. Selecting language resources-Retell	P1.C.12a.Em	P1.C.12a.Ex	P1.C.12a.Br
12b. Selecting language resources-Word use	P1.C.12b.Em	P1.C.12b.Ex	P1.C.12b.Br
<b>A. Structuring Cohesive Texts</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
1. Understanding text structure	P2.A.1.Em	P2.A.1.Ex	P2.A.1.Br
2. Understanding cohesion	P2.A.2.Em	P2.A.2.Ex	P2.A.2.Br
<b>B. Expanding and Enriching Ideas</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
3a. Using verbs and verb phrases	P2.B.3.Em	P2.B.3.Ex	P2.B.3.Br
3b. Using verbs and verb phrases - tense	P2.B.3.Em	P2.B.3.Ex	P2.B.3.Br
4. Using nouns and noun phrases	P2.B.4.Em	P2.B.4.Ex	P2.B.4.Br
5. Modifying to add details	P2.B.5.Em	P2.B.5.Ex	P2.B.5.Br
<b>C. Connecting and Condensing Ideas</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
6. Connecting ideas	P2.C.6.Em	P2.C.6.Ex	P2.C.6.Br
7. Condensing ideas	P2.C.7.Em	P2.C.7.Ex	P2.C.7.Br



Master Schedule School Year 2018-2019

	MONDAY		TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	Recess/Lunch	MTSS/RTU	Recess/Lunch	Music	MTSS/RTI	Recess/Lunch	P.E.	MTSS/RTI	Recess/Lunch	Music	MTSS/RTI	Recess/Lunch	P.E.	MTSS/RTI
8:00														
8:15														
8:30														
8:45														
9:00		Common Math Block			Common Math Block			Common Math Block			Common Math Block			Common Math Block
9:15							P.E. Kinder 9:00-9:40							
9:30														
9:45	Kinder Recess		Kinder Recess			Kinder Recess			Kinder Recess			Kinder Recess	P.E. 1 <sup>st</sup> 9:35-10:15	
10:00		Kinder E-Block 10:00-10:30		Music 4 <sup>th</sup> 9:45-10:30	Kinder E-Block 10:00-10:30		P.E. 4 <sup>th</sup> 9:45-10:25	Kinder E-Block 10:00-10:30		Music 4 <sup>th</sup> 9:45-10:30	Kinder E-Block 10:00-10:30			Kinder E-Block 10:00-10:30
10:15	1-3 Recess		1-3 Recess			1-3 Recess			1-3 Recess			1-3 Recess		
10:30	4-6 Recess	1 <sup>st</sup> E-Block 10:40-11:10	4-6 Recess		1 <sup>st</sup> E-Block 10:40-11:10	4-6 Recess		1 <sup>st</sup> E-Block 10:40-11:10	4-6 Recess		1 <sup>st</sup> E-Block 10:40-11:10	4-6 Recess		1 <sup>st</sup> E-Block 10:40-11:10
10:45							P.E. 2 <sup>nd</sup> 10:30-11:10						P.E. 3 <sup>rd</sup> 10:30-11:10	
11:00	Kinder Lunch Recess		Kinder Lunch Recess	Music 4 <sup>th</sup> 10:45-11:25		Kinder Lunch Recess			Kinder Lunch Recess	Music 4 <sup>th</sup> 10:45-11:25		Kinder Lunch Recess		
11:15	1-3 Lunch		1-3 Lunch			1-3 Lunch			1-3 Lunch			1-3 Lunch		



[illegible]



# Appendix D:

## “What is Professional Learning”

## What Are Professional Learning Communities?

It has been interesting to observe the growing popularity of the term [\*professional learning community\*](#). In fact, the term has become so commonplace and has been used so ambiguously to describe virtually any loose coupling of individuals who share a common interest in education that it is in danger of losing all meaning. This lack of precision is an obstacle to implementing PLC processes because, as Mike Schmoker observes, “clarity precedes competence” (2004a, p. 85). Thus, we begin with an attempt to clarify our meaning of the term. To those familiar with our past work, this step may seem redundant, but we are convinced that redundancy can be a powerful tool in effective communication, and we prefer redundancy to ambiguity.

We have seen many instances in which educators assume that a PLC is a program. For example, one faculty told us that each year they implemented a new program in their school. In the previous year it had been PLC, the year prior to that it had been “understanding by design,” and the current year it was “differentiated instruction.” They had converted the names of the various programs into verbs, and the joke on the faculty was that they had been “UBDed, PLCed, and Died.” The PLC process is not a program. It cannot be purchased, nor can it be implemented by anyone other than the staff itself. Most importantly, it is ongoing—a continuous, never-ending process of conducting schooling that has a profound impact on the structure and culture of the school and the assumptions and practices of the professionals within it.

We have seen other instances in which educators assume that a PLC is a meeting—an occasional event when they meet with colleagues to complete a task. It is not uncommon for us to hear, “My PLC meets Wednesdays from 9:00 a.m. to 10:00 a.m.” This perception of a PLC is wrong on two counts. First, the PLC is the larger organization and not the individual teams that comprise it. While collaborative teams are an essential part of the PLC process, the sum is greater than the individual parts. Much of the work of a PLC cannot be done by a team but instead requires a schoolwide or districtwide effort. So we believe it is helpful to think of the school or district as the PLC and the various collaborative teams as the building blocks of the PLC. Second, once again, the PLC process has a pervasive and ongoing impact on the structure and culture of the school. If educators meet with peers on a regular basis



only to return to business as usual, they are not functioning as a PLC. So the PLC process is much more than a meeting.

So, what is a PLC? We argue that it is an *ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve*. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. The following section examines the elements of the PLC process more closely.

## **A Focus on Learning**

The very essence of a *learning* community is a focus on and a commitment to the learning of each student. When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it. In order to achieve this purpose, the members of a PLC create and are guided by a clear and compelling vision of what the organization must become in order to help all students learn. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes.

A corollary assumption is that if the organization is to become more effective in helping all students learn, the adults in the organization must also be continually learning. Therefore, structures are created to ensure staff members engage in job-embedded learning as part of their routine work practices.

There is no ambiguity or hedging regarding this commitment to learning. Whereas many schools operate as if their primary purpose is to ensure that children are taught, PLCs are dedicated to the idea that their organization exists to ensure that all students learn essential knowledge, skills, and dispositions. All the other characteristics of a PLC flow directly from this epic shift in assumptions about the purpose of the school.

## **A Collaborative Culture With a Focus on Learning for All**

Collaboration is a means to an end, not the end itself. In many schools, staff members are willing to collaborate on a variety of topics as long as the focus of the conversation stops at their classroom door. In a PLC, *collaboration* represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school.

## **Collective Inquiry Into Best Practice and Current Reality**

The teams in a PLC engage in collective inquiry into both best practices in teaching and best practices in learning. They also inquire about their current reality including their present practices and the levels of achievement of their students. They attempt to arrive at consensus on vital questions by building shared knowledge rather than pooling opinions. They have an acute sense of curiosity and openness to new possibilities.

Collective inquiry enables team members to develop new skills and capabilities that in turn lead to new experiences and awareness. Gradually, this heightened awareness transforms into fundamental shifts in attitudes, beliefs, and habits which, over time, transform the culture of the school.

Working together to build shared knowledge on the best way to achieve goals and meet the needs of clients is exactly what *professionals* in any field are expected to do, whether it is curing the patient, winning the lawsuit, or helping all students learn. Members of a *professional* learning community are expected to work and learn together.

## **Action Orientation: Learning by Doing**

Members of PLCs are action oriented: they move quickly to turn aspirations into action and visions into reality. They understand that the most powerful learning always occurs in a context of taking action, and they value engagement and experience as the most effective teachers. Henry Mintzberg's (2005) observation about training leaders applies here: deep learning requires experience, which requires taking action. It "is as much about doing in order to think as thinking in order to do"



(p. 10). In fact, the very reason that teachers work together in teams and engage in collective inquiry is to serve as catalysts for action.

## **A Commitment to Continuous Improvement**

Inherent to a PLC are a persistent disquiet with the status quo and a constant search for a better way to achieve goals and accomplish the purpose of the organization.

Systematic processes engage each member of the organization in an ongoing cycle of:

- Gathering evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Implementing those strategies and ideas
- Analyzing the impact of the changes to discover what was effective and what was not
- Applying new knowledge in the next cycle of continuous improvement

The goal is not simply to learn a new strategy, but instead to create conditions for a perpetual learning environment in which innovation and experimentation are viewed not as tasks to be accomplished or projects to be completed but as ways of conducting day-to-day business—*forever*. Furthermore, participation in this process is not reserved for those designated as leaders; rather, it is a responsibility of every member of the organization.

## **Results Orientation**

Finally, members of a PLC realize that all of their efforts in these areas (a focus on learning, collaborative teams, collective inquiry, action orientation, and continuous improvement) must be assessed on the basis of results rather than intentions. Unless initiatives are subjected to ongoing assessment on the basis of tangible results, they represent random groping in the dark rather than purposeful improvement. As Peter Senge and colleagues conclude, "The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results."

This focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning.

Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal.

*Please also see [What Is a "Professional Learning Community"?](#)*

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). [Learning by Doing: A Handbook for Professional Learning Communities at Work™](#), pp. 2-4.



# Appendix E:

## 2019-2020 School Calendar



## APPENDIX E

Rocklin Academy Family of Schools  
2019-2020 Calendar

First Day of School

Minimum Day

School Not in Session

No School Professional Learning

Please schedule family vacations and trips when school is not in session.

## August

M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

## September

M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

## October

M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

## November

M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

## December

M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

## January

M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

## February

M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

## March

M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

## April

M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

## May

M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

## June

M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

## August

- 1-5 New Teacher Orientation
- 6-13 Professional Learning
- 13 Meet the Teacher (Grades TK-6) Student Orientation (Grades 7-12)
- 14 First Day of School
- 15 Minimum Day (Grades TK-6): Back to School Night
- 15 Back to School Night - Turnstone, Meyers & Gateway (Schedule A)
- 21 Back to School Night - Gateway (Schedules B & C)
- 22 Back to School Night - WSCA Middle School
- 29 Back to School Night - WSCA High School

## September

- 2 No School: Labor Day
- 9 No School: Professional Learning

## October

- 14 No School: Professional Learning
- 28 Minimum Day (Grades TK-6): Professional Learning

## November

- 1 No School: Professional Learning
- 4-8 Minimum Days (Grades TK-6): Conference Week
- 11 No School: Veteran's Day
- 25-29 No School: Thanksgiving Break

## December

- 20-31 No School: Winter Break
- 19 Minimum Day (Grades TK-12)

## January

- 1-3 No School: Winter Break
- 6 No School: Professional Learning
- 20 No School: MLK Day

## February

- 3 No School: Professional Learning
- 17-21 No School: President's Week

## March

- 2 Minimum Day (Grades TK-6): Professional Learning
- 9-13 Minimum Days (Grades TK-6): Conference Week
- 16 No School: Professional Learning

## April

- 6-10 No School: Spring Break
- 13 No School: Professional Learning

## May

- 18 Minimum Day (Grades TK-12): Professional Learning
- 21 Minimum Day (Grades TK-6): Core Knowledge Showcase
- 25 No School: Memorial Day
- 21 Turnstone, Meyers & Gateway Showcase (Schedule A)
- 27 Gateway Showcase (Schedules B & C)

## June

- 3 8th Grade Promotion
- 4 Minimum Day (Grades TK-12) - Last Day of School
- 5 High School Graduation
- 5, 8 Professional Learning

Grades 7-12: Late Start Wednesdays (9:00 a.m. Start Time)



# Appendix F:

## Sample Year Long Plan

	NOTES:	Core Knowledge- SS or Science	Reading	CK Literature/ Read Aloud	Grammar	Writing	Math	Sayings and Phrases
August								
Week 1 8/15-8/17	2.5 days	Maps and Mountains Unit 1 / Unit 2	Unit 1: Personal Narratives (3 Stories) (RL4.2, RL 4.3)	Wonder (RL 4.2, RL4.3)	Section 1: Types of Sentences (11 lessons)	4th grade Goals	Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 Days)	"Break the ice"
Week 2 8/20-8/25						Personal Narrative (Ouch Story) (W4.3/ L4.2)		As the crow flies (map scale)
Week 3 8/27-8/31								When it rains, it pours
September								
Week 4 9/5-9/7	3 days	Medieval Europe (RI 4.1, 4.2)	Unit 2: Middle Ages (RI 4.2)	Auggie and Me	Section 2: nouns (11 lessons)	Informational Writing (Life of a Serf) W4.2	Module 3: Multi- Digit Multiplication & Division (38 Days)	Once in a blue moon
Week 5 9/10-9/28	MAP							The bigger they are, the harder they fall
Week 6 9/17-9/21	MAP		An ounce of prevention is worth a pound of cure					
Week 7 9/24-9/28	MAP							RSVP
October								
Week 8 10/1-10/5	Plan Medieval Feast	African Kingdoms	King Arthur	Robin Hood	Section 3: pronouns (11 lessons)	Opinion Writing: "Dear Dr. Jansen" (W4.1/ L4.2/ SL4.4 )	Module 3: Multi- Digit Multiplication & Division (38 Days)	Birds of a feather, flock together
Week 9 10/9-10/12	4 days					Informational: (The Life of Mohammad) (W4.2)		Don't put all your eggs in one basket
Week 10 10/15-10/19			Blow hot and cold					
Week 11 10/22-10/26	Harvest Carnival		Review Sayings and Phrases					
November								
Week 12 10/29-11/2 ***END TRI #1***		China's Dynasties			Review Sections 1- 3	Opinion Writing: Shihuangdi- good or bad? (W4.1)	Module 3: Multi- Digit Multiplication & Division (38 Days)	Seeing is believing
Week 13 11/5-11/9	4.5 days conf. mini day 11/9			Section 4: adjectives (11 lessons)	Opinion Writing: Shihuangdi- good or bad? (W4.1)			On the warpath
Week 14 11/13-11/16	Conf. Week- 4 mini days (Veteran's Day)							Run of the mill
Week 15 11/27-11/30	(Thanksgiving- 11/19) 4 days					Beauty is only skin deep		



PBIS	In Focus	Digital Citizenship	
Intro to SOAR	P1: Safety	iPads-general usage, expectations, safety, passwords, copyright, image searches, google classroom, keynote, seesaw, and typing practice.	
Playground Expectations	P1: The Brain and Nervous System		
Hallway/Office Expectations	P1: Bullying		
Bathroom Expectations	P1: Mindfulness		
Cafeteria Expectations	P1: Strengths		
Pick-Up, Drop-off			
Review	P1: Acts of Kindness		commonsencemedia.org lessons
Review	P1: Generating Weekly Goals		
Review	P1: Friendships	creative apps, bookcreator, app smashing, etc.	
Review	P2: Emotions		
Review			
Review	P2: Expressing Emotions		
Review	P2: Dealing with Sadness	Typing Mastery, Digital Footprints, Formatting	
Review Pick-up & Drop-off	P2: Anger and Hurt		
Review SOAR	P2: Fear and Love		

December			Unit 5: Geology	Pollyanna		Informational Writing: Wiki Entry, Tsunami Brochure, Rock Cycle (W4.2)	Module 4: Angle and Plane Figures				
Week 16 12/3-12/7		Chemistry			Section 5: verbs (17 lessons)			Two wrongs don't make a right (Forgiveness)			
Week 17 12/10-12/14								Don't count your chickens before they hatch			
Week 18 12/17-12/20	3.5 days							Burning a hole in your pocket (money)			
January											
Week 19 1/8-1/11	4 days	Meteorology (S&L project)	Unit 7 American Revolution (CK SS Chapters 1-8)	The Legend of Sleepy Hollow	Section 6: adverbs and conjunctions (6 lessons)	Informational Writing: Causes of the American Revolution (W4.2)	Module 5: Fraction Equivalence, Ordering, and Operations	Bull in a China shop (porcelain)			
								You can lead a horse to water, but you can't make it drink			
Week 20 1/14-1/18								Half a loaf is better than none (fractions)			
Week 21 1/22-1/25	4 days							Shipshape			
Week 22 1/28-2/1	MAP										
February											
Week 23 2/5-2/8	4 days MAP										Haste makes waste
Week 24 2/11-2/15	MAP										Make hay while the sun shines
Week 25 2/25-3/1 ***END TRI #2***	(Ski Week 2/18)							Sign of the Beaver	Section 7: punctuation and capitalization (10 lessons)		
March											
Week 26 3/4-3/8	4.5 days	US Constitution	Unit 8: Treasure Island			Opinion Writing: Character Analysis (W4.1)	Module 6: Decimal Fractions				
Week 27 3/11-3/15	Conf. Week Mini Days										
Week 28 3/18-3/22	4 days										
April							Informational Writing: Biography Projects	Module 7: Multiplication in			
Week 29 4/1-4/5	*caasp window opens	Reformers and US Presidents									
Week 30 4/8-4/12											
Week 31 4/23-4/26	(Spring Break- 4/15) 4 days	Electricity									



Review	P2: Connection to character emotions		
Review playground	P3: Impulse Control and Focusing Attention	Research, Safety, Plagiarism, Copyright, Source Reliability, Bibliographies	
Review			
Review SOAR	P3: Body Language		
Review Playground	P3: Reflecting		
Review Bathroom	P3: Test Prep Attitude		
Review Cafeteria	P3: Managing Stress		
Review Pick-up/Drop-off	P3: Conflict Resolution		
Review Hallways/Office			
Review			
Review		Review of commonsensemedia.org	
Review Playground	P3: Service Project Prep/Team Building		
Review			
Review	Review research and citing protocol		
Review			
Review SOAR		P3: Peer Pressure	

Week 32 4/29-5/3		Electricity	CK Poetry	selection of <i>Poetry</i>	Grammar Review	Opinion Writing: Persuasive Speech Contest (W4.1)	Measurement	
May			By the Great Horn Spoon (review all ES)			selection of fun read alouds		
Week 33 5/6-5/10		Human Body		Narrative Writing: Historical Narrative (W4.3)			Review & 5th grade prep	
Week 34 5/13-5/17								
Week 35 5/20-5/24	2 mini days *CK Night MAP							
Week 36 5/28-5/31	4 days MAP							
June								
Week 37 6/3-6/6 ***END TRI #3***	3.5 days	Last Week of School Activities, Memory Books, Classroom visits, Volunteer Assembly, Yearbook Signing, Talent Show, Field Day, Math Games, Letters to Next Year's Class, End of Year Party!						



Review Playground	P3: Fairness and Discrimination	
Review Hallways/Office	P3: Happiness and Sadness	Pushing to cloud, saving in drive, saving in camera reel, etc. Prep ipads for next year after saving work- "digital portfolios"
Review Cafeteria	P3: Successful Learner	
Review	P3: Reflections and Emotions of Music	
Review	P3: Memories and Reflections	
Celebrate		

# Appendix G:

## Registration Documents and Sample Student Schedule



# APPENDIX G

## Western Sierra Collegiate Academy

Class Registration Sheet for 2020-21 school year 12th Grade / Class of 2021

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please be aware that the following are course requests only. We are still in the planning stages for next year's staffing. Changes may occur due to curriculum resources, staffing availability and past academic performance. **Please select courses carefully.** Requests for changes will only be made to schedules due to errors or necessary adjustments if prerequisites are not passed.

### English / Social Science:

- AP English Language (required for each 12th grade student)
- AP Government and Politics (strongly recommended for each 12th grade student)

**Math:** It is strongly recommended to take a 4th year of math. Circle one if taking

- Algebra II (successful completion of Integrated II)
- Integrated III/Pre Calculus (successful completion of Integrated II)
- AP Calculus AB (recommended 'B' in Integrated III/Pre Calc)
- AP Calculus BC (recommended 'B' in AP Calculus AB)

**Science:** It is strongly recommended to take a 4th year of science. Circle one if taking

- Chemistry
- Physics
- Marine Science (completion of Chemistry or Chem Comm)
- AP Physics I (prerequisite 'B' in Physics and Integrated III/PreCalc)
- AP Biology (prerequisite 'B' in Chemistry and Integrated II)
- AP Chemistry (prerequisite 'B' in Chemistry and Integrated II)
- Sports Medicine and Athletic Training (Bio, Int 1 & Chem/Chem Comm)

**Electives:** We ask that you select 5 classes from the elective options below to complete your course schedule selection.

VAPA courses are listed in the top left column.

Please number 1-5 in the boxes below the order of preference with: 1 being your first choice, 2 being your second choice, etc.	
Beginning Band (no experience necessary)	AP Seminar
Concert Band (1+ year of experience) (Symphonic Band by audition)	AP Psychology
Orchestra (strings 1 + year of experience)	AP Statistics (recommended 'B' in Alg II or Int II - can be taken concurrently w/ Integrated III/Pre-Calc or higher)
Guitar I II or III (Circle one)	Pop Culture
Choir I II or III (Circle one)	Global Themes in History
Theater Arts I or II (Circle one)	Exploring Computer Science
Digital Photography (available to repeat)	Creative Writing
Art I II III or IV (Circle one)	PE
Sculpture	Weights PE
AP Studio Art	Mandarin II III IV or AP (Circle one)
AP Music Theory (musical notation literacy)	Spanish II III IV or AP (Circle one)
Yearbook (available to repeat)	CTE Fire Science or Medical Assisting (circle one) This course
Sierra College Dual Enrollment	
CSCI 10 & Intro to Computers & CSCI 62 Web Programming	Open Period (check if interested - criteria and counselor approval will apply) Circle up to 2: Period 1 2 5 6
Hist 21 Contemporary US History & Hist 27 Women in American History	Class Mentor (only if teacher approved and scheduling availability)

### Counseling Office Notes:

➤ If you are absent for the counseling session, please print, fill out and bring to your counselor at WSCA.

Student signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_

# Western Sierra Collegiate Academy

Class Registration Sheet for 2019-20 school year      11th Grade / Class of 2021

**Last Name:** \_\_\_\_\_ **First Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please be aware that the following are course requests only. We are still in the planning stages for next year's staffing. Please be aware that changes may occur due to curriculum resources, staffing availability and past academic performance.

**English / Social Science:** The following two courses will be taken by every 11<sup>th</sup> grade student:

- AP US History
- AP English Literature

**Math:** The following sequential math courses are the options available to 11<sup>th</sup> graders. Please circle one.

- Integrated II (successful completion of Integrated I)
- Algebra II (successful completion of Integrated II)
- Integrated III/Pre Calculus (successful completion of Integrated II)
- AP Calculus AB (recommended 'B' in Integrated III/Pre Calc)
- AP Calculus BC (recommended 'B' in AP Calculus AB)

**Science:** Note: Chemistry and Physics are both required for graduation.

- Physics (successful completion of Integrated I)

**Electives:** We ask that you rank 5 classes from the elective options below to complete your course schedule requests.

*VAPA courses are listed in the top left column.*

Please number 1-5 in the boxes below the order of preference with: 1 being your first choice, 2 being your second choice, etc.	
Beginning Band (no experience necessary)	AP Seminar
Concert Band (1+ year of experience) (Symphonic Band by audition)	AP Psychology
Orchestra (strings 1 + year of experience)	AP Government (now available to juniors)
Guitar I II or III (Circle one)	AP Statistics (recommended 'B' in Alg II or Int II - can be taken concurrently w/ Integrated III/Pre-Calc or higher)
Choir I II or III (Circle one)	AP Biology (prerequisite 'B' in Chemistry and Integrated II)
Theater Arts I or II (Circle one)	AP Physics I (prerequisite 'B' in Physics and Integrated III/PreCalc)
Digital Photography (available to repeat)	AP Chemistry (prerequisite 'B' in Chemistry and Integrated II)
Art I II or III (Circle one)	Pop Culture
Sculpture	Global Themes in History
AP Studio Art	Exploring Computer Science
AP Music Theory (musical notation literacy)	Creative Writing
Yearbook (available to repeat)	PE
Sierra College Dual Enrollment	Weights PE
CSCI 10 & Intro to Computers & CSCI 62 Web Programming	Mandarin I II III IV or AP (Circle one)
	Spanish I II III IV or AP (Circle one)
Hist 21 Contemporary US History & Hist 27 Women in American History	Marine Science (completion of Chemistry or Chem Comm)
	Sports Med and Ath Training (Bio, Int 1 & Chem/Chem Comm)

Counseling Office Notes:

If you are absent for the counseling session, please print, fill out and bring to your counselor at WSCA.

Student signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_



# Western Sierra Collegiate Academy

Class Registration Sheet for 2019-20 school year      **10th Grade / Class of 2022**

**Last Name:** \_\_\_\_\_ **First Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please be aware that the following are course requests only. We are still in the planning stages for next year's staffing. Changes may occur due to curriculum resources, staffing availability and past academic performance. **Please select courses carefully.** Requests for changes will only be made to schedules due to errors or necessary adjustments if prerequisites are not passed.

**English / Social Science/ Science:** The following three courses will be taken by every 10<sup>th</sup> grade student:

- AP World History
- English 10
- Chemistry (Integrated 1 completed) or Chemistry in the Community (if taking Integrated 1)

**Math:** The following sequential math courses are the options available to 10<sup>th</sup> graders. Please circle one.

- Integrated I
- Integrated II (successful completion of Integrated I)
- Integrated III/PreCalculus (successful completion of Integrated II)

**Electives:** In addition, students will be enrolled in two elective courses. We ask that you select 5 classes from the elective options below to complete your course schedule selection.

VAPA courses are listed in the left column.

Please number 1-5 in the boxes below the order of preference with: 1 being your first choice, 2 being your second choice, etc.			
	<b>Beginning Band</b> (no experience necessary)		<b>Mandarin</b> I, II or III (Circle one)
	<b>Concert Band</b> (1+ year of experience) (Symphonic Band by audition)		<b>Spanish</b> I, II or III (Circle one)
	<b>Orchestra</b> (strings 1 + year of experience)		<b>Exploring Computer Science</b>
	<b>Guitar</b> I II III (Circle one)		<b>Creative Writing</b>
	<b>Choir</b> I II (Circle one)		<b>PE</b>
	<b>Theater Arts</b> I II (Circle one)		<b>Weights PE</b>
	<b>Art</b> I II (Circle one)		<b>AP Statistics</b> (recommended 'B' or better in Int. II and must be concurrently enrolled in Int. III/Pre Calc or higher)
	<b>Sculpture</b>		<b>Physics</b> (successful completion of Int I, recommended B or better in Bio and current enrollment in Chem for Sophomores. Counselor approval, Junior priority)
	<b>Digital Photography</b> (available to repeat)		
	<b>Yearbook</b> (available to repeat)		
	<b>AP Music Theory</b> (musical notation literacy)		

Counseling Office Notes:

☐ If you are absent for the counseling session, please print, fill out and bring to your counselor.

Student signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_

# Western Sierra Collegiate Academy

Class Registration Sheet for 2019-20 school year      **9th Grade / Class of 2023**

**Last Name:** \_\_\_\_\_ **First Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School attending this year:** \_\_\_\_\_

Please be aware that the following are course requests only. We are still in the planning stages for next year's staffing. Changes may occur due to curriculum resources, staffing availability and past academic performance. **Please select courses carefully. Requests for changes will only be made to schedules due to errors or necessary adjustments if prerequisites are not passed.**

**English / Social Science / Science:** The following three courses will be taken by every 9<sup>th</sup> grade student:

- World Geography
- English 9
- Biology

**Math:** The following sequential math courses are the options available to 9<sup>th</sup> graders. Please circle one.

- Integrated I
- Integrated II      (successful completion of Integrated I)

**Electives:** In addition, students will be enrolled in two elective courses. We ask that you select 5 classes from the elective options below to complete your course schedule selection.

*VAPA courses are listed in the left column.*

<b>Number 1-5 in the boxes below the order of preference with: 1 being your first choice, 2 being your second choice, etc.</b>			
	<b>Beginning Band</b> (no experience necessary)		<b>Mandarin</b> I   or   II <i>(circle one)</i>
	<b>Concert Band</b> (1+ year of experience) (Symphonic Band by audition)		<b>Spanish</b> I   or   II <i>(circle one)</i>
	<b>Guitar</b> I		
	<b>Choir</b> I		<b>PE</b>
	<b>Theater Arts</b> I		<b>Weights PE</b>
	<b>Digital Photography</b>		
	<b>Art</b> I		
	<b>Sculpture</b>		
	<b>Yearbook</b>		

**Counseling Office Notes:**

➤ If you are absent counseling session, please print, fill out and bring to your counselor at WSCA or Mrs. Denisevich (Ms. Kate) at Gateway.

Student signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_



Western Sierra Collegiate Academy  
Class Registration Sheet for 2019-20 school year      8th Grade / Class of 2024

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please be aware that the following are course requests only. We are still in the planning stages for next year's staffing. Changes may occur due to curriculum resources, staffing availability and past academic performance. **Please select courses carefully. Requests for changes will only be made to schedules due to errors or necessary adjustments if prerequisites are not passed.**

The following four courses will be taken by every 8<sup>th</sup> student:

- English 8
- History 8
- Math 8                      (Please talk to the counselor if you have any questions).
- Science 8

**Electives**

In addition, students will be enrolled in two more elective classes and will have a choice of the following courses. Every effort will be made to give the students their first choices.

<b>Please number 1-5 in the boxes below the order of preference with: 1 being your first choice, 2 being your second choice, etc.</b>			
	<b>Beginning Band</b> (no experience necessary)		<b>Exploring Mandarin Culture and Exploring Spanish Culture</b>
	<b>Concert Band</b> (1+ year of experience)		<b>Mandarin I</b> (with counseling office recommendation)
	<b>Orchestra</b> (strings; 1+ year of experience)		<b>Spanish I</b> (with counseling office recommendation)
	<b>MS Choir</b>		<b>MS Creative Writing</b>
	<b>MS Theater Arts</b>		<b>MS PE</b>

**Counseling Office Notes:**

➤ If you are absent for the counseling session, please print, fill out and bring to your counselor at WSCA.

Student signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_

# Western Sierra Collegiate Academy

Class Registration Sheet for 2019-20 school year      **7th Grade / Class of 2025**

**Last Name:** \_\_\_\_\_ **First Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please be aware that the following are course requests only. We are still in the planning stages for next year's staffing. Changes may occur due to curriculum resources, staffing availability and past academic performance. **Please select courses carefully. Requests for changes will only be made to schedules due to errors or necessary adjustments if prerequisites are not passed.**

The following four courses will be taken by every 7<sup>th</sup> grader:

- English 7
- History 7
- Math 7
- Science 7

## Electives

In addition, students will be enrolled in two more elective classes and will have a choice of the following courses. Every effort will be made to give the students their first choices.

Please number 1-5 in the boxes below the order of preference with: 1 being your first choice, 2 being your second choice, etc.			
	<b>Beginning Band</b> (no experience necessary)		<b>MS Creative Writing</b>
	<b>Concert Band</b> (1+ year of experience)		<b>MS Theater Arts</b>
	<b>Orchestra</b> (strings; 1 + year of experience)		<b>MS PE</b>
	<b>MS Choir</b>		<b>Exploring Mandarin Culture and Exploring Spanish Culture</b>

### Counseling Office Notes:

➤ Please print, fill out and get to our Registrar, Mrs. Allen at WSCA. (mallen@rocklinacademy.org)

Student signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_



School: Western Sierra Collegiate Academy Term: 19-20 Year



## Schedule List View



10

WSCA

Exp	Trm	Crs-Sec	Course Name	Teacher	Room	Enroll	Leave
1(A)	19-20	SC570-101	Investigations into Marine Science	Broad, Karen I	222	08/14/2019	06/05/2020
2(A)	19-20	HS500-201	AP U.S. History	Smith, Katherine M.	130	08/14/2019	06/05/2020
3(A)	19-20	EN600-301	AP English Literature	Schroeder, Kristin	128	08/14/2019	06/05/2020
4(A)	19-20	MA390-401	Integrated III / Pre-Calculus	Paolini, Nicholas M.	125	08/14/2019	06/05/2020
5(A)	19-20	HS650-501	AP Psychology	Heihn, Christianna	232	08/14/2019	06/05/2020
6(A)	19-20	SC500-601	Physics	Sutherland, Gregory	229	08/14/2019	06/05/2020
7(A)	19-20	AD360-704	Pack Time - 11	Paolini, Nicholas M.	125	08/14/2019	06/05/2020

19-20 Year

Entire Year Schedule

School: Western Sierra Collegiate Academy Term: 19-20 Year



# Bell Schedule View



WSCA

	Wednesday 08/14/2019	Thursday 08/15/2019	Friday 08/16/2019
08:00 AM			
	<b>Investigations into Marine Science</b> Broad, Karen I 222 08:25 AM - 09:00 AM	<b>Investigations into Marine Science</b> Broad, Karen I 222 08:25 AM - 09:57 AM	<b>AP U.S. History</b> Smith, Katherine M. 130 08:25 AM - 09:57 AM
09:00 AM	<b>AP U.S. History</b> Smith, Katherine M. 130 09:05 AM - 09:40 AM		
	<b>AP English Literature</b> Schroeder, Kristin 128 09:45 AM - 10:20 AM		
10:00 AM		<b>AP English Literature</b> Schroeder, Kristin 128 10:10 AM - 11:45 AM	<b>Integrated III / Pre-Calculus</b> Paolini, Nicholas M. 125 10:10 AM - 11:45 AM
	<b>Integrated III / Pre-Calculus</b> Paolini, Nicholas M. 125 10:35 AM - 11:10 AM		
11:00 AM	<b>AP Psychology</b> Heihn, Christianna 232 11:15 AM - 11:50 AM		
	<b>Physics</b> Sutherland, Gregory	<b>Pack Time - 11</b> Paolini, Nicholas M. 125 11:50 AM - 12:20 PM	<b>Pack Time - 11</b> Paolini, Nicholas M. 125 11:50 AM - 12:20 PM
12:00 PM			



	229 11:55 AM - 12:30 PM		
01:00 PM		AP Psychology Hehn, Christianna 232 01:00 PM - 02:30 PM	Physics Sutherland, Gregory 229 01:00 PM - 02:30 PM
02:00 PM			
03:00 PM			

# Appendix H:

## Western Sierra Collegiate Academy School Profile





# WESTERN SIERRA COLLEGIATE ACADEMY



**CEEB Code: 054379**

**Year: 2018-19**

## School and Community

Western Sierra Collegiate Academy is a tuition-free public charter school located in Rocklin, California. 790 students from multiple surrounding towns choose our small- school community, with high academic standards.

Western Sierra Collegiate Academy opened in the fall of 2009 and will graduate its seventh senior class in June 2019. Founded by a coalition of experienced educators and parents, WSCA operates independently of a traditional school district, is governed by the Board of Directors of Rocklin Academy, and is authorized by Rocklin Unified School District.

Western Sierra is fully accredited by the Western Association of Schools and Colleges (WASC). We were recognized as a California Department of Education Gold Ribbon School. In 2018, WSCA was ranked by U.S. News & World Report on their Best High Schools list as #25 in California and #184 in the United States.

## Grade Point and Graduation Requirements

- A = 4 B = 3 C = 2 I (Incomplete) = 0 NC (No credit) = 0
- Advanced Placement and Dual Enrollment courses are weighted by one extra point.
- Rank is computed on a total weighted GPA. We only report rank when requested.
- The GPA is computed in January and June of each year.
- A minimum of 220 credits and 60 hours of community service are required for graduation.
- Courses taken at colleges and other high schools may be added to student's Western Sierra Transcript if they are taken at an accredited school or university.
- 11th and 12th grade history and language arts courses are required to be fulfilled with AP or College level courses (ex/AP US History or college level US History)

## Graduation Requirements

Subject Area	# of Units	Subject area sequence must include:
History	30	AP World History, AP US History
Language Arts	40	English 9, English 10, AP Eng Literature and AP Eng Language
Math	30	Integrated I, Integrated II & Alg II or Integrated III/PreCalculus
Science	30	Biology and two additional science courses (including a physical science)
Visual/Fine Arts	20	Two years with multiple choices
World Languages	20	Two consecutive levels

## Graduating Classes College Going Rate

Class of	College / University Bound	Two Year College	Four Year College/University
2014	85%	32.7%	53%
2015	91%	38.8%	51.8%
2016	89%	40.5%	51.8%
2017	85%	36.4%	49%
2018	87%	41.4%	45.7%

## School Profile Contact:

Chip Kling, Assistant Principal  
Kelly Harris, 12th Grade Counselor  
Michelle Allen, Registrar

[ckling@rocklinacademy.org](mailto:ckling@rocklinacademy.org)  
[kharris@rocklinacademy.org](mailto:kharris@rocklinacademy.org)  
[mallen@rocklinacademy.org](mailto:mallen@rocklinacademy.org)

Western Sierra Collegiate Academy | 660 Menlo Drive, Rocklin CA 95765

ph 916 778 4544 f 916 626 5540

[www.wscacademy.org](http://www.wscacademy.org) Accredited by the Western Association of Schools and Colleges

Principal: Chelsea Bowler

## Curriculum

The academic program is organized on a rotating yearlong block schedule. Six classes per semester is the maximum course load on-campus. Students rotate on extended block days; 3 periods per day (odd/even). AP and Dual Enrollment classes are typically offered to juniors and seniors, while only a few are available to sophomores. AP courses are available to freshman on a special exception basis. The following 13 AP and 3 Dual Enrollment with Sierra College courses are offered at Western Sierra:

- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Chinese Language & Culture
- AP English Lang. & Composition
- AP Literature & Composition
- AP Government & Politics
- AP Physics
- AP Spanish Lang. & Culture
- AP Statistics
- AP US History
- AP World History
- Dual Enrollment History 21/27
- Dual Enrollment Comp. Sci. 10/62
- Dual Enrollment US History 17A/17B

## Advanced Placement Results

	2016	2017	2018
Total Students	195	225	259
Total Exams	389	467	448
% scoring 3+	72.3	66.7	69.1

## Standardized Test Results

Avg. SAT Reading Score: 579  
Avg. SAT Math Score: 548  
Avg. ACT Composite Score: 25.2

# Appendix I:

## EDCOE Master Contract



*NONPUBLIC,  
NONSECTARIAN  
SCHOOL/AGENCY SERVICES*

*MASTER CONTRACT*

2019-2020

**MASTER CONTRACT**  
**GENERAL AGREEMENT FOR NONSECTARIAN,**  
**NONPUBLIC SCHOOL AND AGENCY SERVICES**  
**LEA**

Contract Year 2019-2020

Nonpublic School

Nonpublic Agency

**Type of Contract:**

Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date: \_\_\_\_\_



*When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.*

## **TABLE OF CONTENTS**

### **I. GENERAL PROVISIONS Page**

1. MASTER CONTRACT 1 2. CERTIFICATION AND LICENSES 1 3. COMPLIANCE WITH LAWS,  
STATUTES, REGULATIONS 2 4. TERM OF MASTER CONTRACT 2 5. INTEGRATION/CONTINUANCE OF  
CONTRACT  
FOLLOWING EXPIRATION OR TERMINATION 3 6. INDIVIDUAL SERVICES AGREEMENT 3 7.  
DEFINITIONS 4

### **II. ADMINISTRATION OF CONTRACT**

8. NOTICES 5 9. MAINTENANCE OF RECORDS 5 10. SEVERABILITY CLAUSE 6 11. SUCCESSORS IN  
INTEREST 6 12. VENUE AND GOVERNING LAW 6 13. MODIFICATIONS AND AMENDMENTS  
REQUIRED TO  
CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES 6 14. TERMINATION 6 15. INSURANCE 6  
16. INDEMNIFICATION AND HOLD HARMLESS 9 17. INDEPENDENT CONTRACTOR 9 18.

SUBCONTRACTING 9 19. CONFLICTS OF INTEREST 10 20. NON-DISCRIMINATION 10

### **III. EDUCATIONAL PROGRAM**

21. FREE AND APPROPRIATE PUBLIC EDUCATION 11 22. GENERAL PROGRAM OF INSTRUCTION 11  
23. INSTRUCTIONAL MINUTES 12 24. CLASS SIZE 12 25. CALENDARS 13 26. DATA REPORTING 14 27.  
LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT 14 28. STATEWIDE ACHIEVEMENT  
TESTING 14 29. MANDATED ATTENDANCE AT LEA MEETINGS 14 30. POSITIVE BEHAVIOR  
INTERVENTIONS AND SUPPORTS 15 31. STUDENT DISCIPLINE 16 32. IEP TEAM MEETINGS 16 33.  
SURROGATE PARENTS AND FOSTER YOUTH 17 34. DUE PROCESS PROCEEDINGS 17 35. COMPLAINT  
PROCEDURES 17 36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS 17 37.  
TRANSCRIPTS 18 38. STUDENT CHANGE OF RESIDENCE 18 39. WITHDRAWAL OF STUDENT FROM  
PROGRAM 19 40. PARENT ACCESS 19

3

41. LICENSED CHILDREN'S INSTITUTION CONTRACTORS  
AND RESIDENTIAL TREATMENT CENTER CONTRACTORS 19 42. STATE MEAL MANDATE 20 43.  
MONITORING 20

### **IV. PERSONNEL**

44. CLEARANCE REQUIREMENTS 21 45. STAFF QUALIFICATIONS 21 46. VERIFICATION OF LICENSES,  
CREDENTIALS AND OTHER DOCUMENTS 22 47. STAFF ABSENCE 22 48. STAFF PROFESSIONAL  
BEHAVIOR 23

### **V. HEALTH AND SAFETY MANDATES**

49. HEALTH AND SAFETY 23 50. FACILITIES AND FACILITIES MODIFICATIONS 23 51.  
ADMINISTRATION OF MEDICATION 24 52. INCIDENT/ACCIDENT REPORTING 24 53. CHILD ABUSE  
REPORTING 24 54. SEXUAL HARASSMENT 24 55. REPORTING OF MISSING CHILDREN 24

### **VI. FINANCIAL**

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING,  
ATTENDANCE REPORTING AND BILLING PROCEDURES 25 57. RIGHT TO WITHHOLD PAYMENT 26  
58. PAYMENT FROM OUTSIDE AGENCIES 27 59. PAYMENT FOR ABSENCES 27 60. LEA and/or  
NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY 28 61. INSPECTION AND AUDIT 28 62. RATE  
SCHEDULE 29 63. DEBARMENT CERTIFICATION 29

EXHIBIT A: RATES 31 EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT 33



**2019-2020 CONTRACT NUMBER:**

**LOCAL EDUCATION AGENCY:  
NONPUBLIC SCHOOL/AGENCY/RELATED  
SERVICES PROVIDER:**

**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY  
SERVICES MASTER CONTRACT**

**AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS**

**1. MASTER CONTRACT**

This Master Contract is entered into on July 1, 2019, between , hereinafter referred to as the local educational agency ("LEA"), a member of the SELPA and

(nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by

## CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Plan (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for ISA developing including invoicing.

Unless placement is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student's parent.

## 2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider's license, certification and/or credential. A current copy of CONTRACTOR's nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this contract is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

5

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the



CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

### **3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

### **4. TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from July 1, 2019 to June 30, 2020 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2019. In the event the contract is not renegotiated by June 30<sup>th</sup>, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

## **5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each Individual Services Agreement and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

## **6. INDIVIDUAL SERVICES AGREEMENT**

This contract shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract



and/or an ISA shall be made solely on the basis of a revision to the student's IEP. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the nonpublic school or agency.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is

7

located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

## **7. DEFINITIONS**

The following definitions shall apply for purposes of this contract:

- a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents and employees.
- b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for the contract, unless otherwise specified in the contract.
- c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to

perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

e The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

f. "Parent" means:

i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare, iv. a surrogate parent,

v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with the LEA for the provision of special education or



designated instruction and services for a child. (California Education Code section 56028).

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Agreement" and is referred to as such in this document.

## **ADMINISTRATION OF CONTRACT**

### **8. NOTICES**

All notices provided for by this contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

### **9. MAINTENANCE OF RECORDS**

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts;

school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications by-laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of

9

CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the student's record. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, and reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

#### **10. SEVERABILITY CLAUSE**

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

#### **11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

#### **12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.



### **13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

### **14. TERMINATION**

This Master Contract or Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

### **15. INSURANCE**

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted

10

insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

#### **PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES**

**A. Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence \$ 500,000 fire damage \$  
5,000 medical expenses \$1,000,000 personal & adv.  
Injury \$3,000,000 general aggregate \$2,000,000

products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

**B. Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

**C. Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

**D. Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence  
\$2,000,000 general  
aggregate

E. CONTRACTOR, upon execution of this contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole

cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such

11

deductibles or self-insured retentions with respect to the LEA, its officials and employees, or  
(b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services, the CONTRACTOR's insurance coverage shall be primary insurance as respects to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

**PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED  
WITH A RESIDENTIAL TREATMENT FACILITY  
("RTC")**

When CONTRACTOR is a nonpublic school affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

**A. Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence  
\$6,000,000 in General  
Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

**B. Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.



C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.

E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

12

## 16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the state of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers LEA's indemnification obligations under this Master Contract.

## **17. INDEPENDENT CONTRACTOR**

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is held to be a partner, joint venturer, co-principle, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

## **18. SUBCONTRACTING**

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements

are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the

LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance may reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

## **19. CONFLICTS OF INTEREST**

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a Nonpublic Agency, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who was an employee of LEA within the three hundred and sixty five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.



CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

## **20. NON-DISCRIMINATION**

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity

14

or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

## **EDUCATIONAL PROGRAM**

### **21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)**

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide to each student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for students, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written

acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

## **22. GENERAL PROGRAM OF INSTRUCTION**

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*, and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards — aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school: (b) college preparation courses; (c) extracurricular activities, such as

15

art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of

enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a licensed children's institution, all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. Licensed Children's Institution (LCI) CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

### **23. INSTRUCTIONAL MINUTES**

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and pass time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

### **24. CLASS SIZE**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise



in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a nonpublic agency.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

## **25. CALENDARS**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP Team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, President's Day, Memorial Day and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that

17

services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic agency service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

## **26. DATA REPORTING**

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide all data related to any and all sections of this contract and requested by and in the format required by the LEA. It is understood that all nonpublic school and agencies shall utilize the LEA approved electronic IEP system for all IEP development and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

## **27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum

extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

## **28. STATEWIDE ACHIEVEMENT TESTING**

When CONTRACTOR is a nonpublic school, per implementation of Senate Bill 484, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

## **29. MANDATED ATTENDANCE AT LEA MEETINGS**

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with

disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

## **30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS**

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of



others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the Individualized Education Program ("IEP") team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained annually in crisis intervention and emergency procedures as related to appropriate behavior management strategies. Training includes certification with an approved SELPA crisis intervention program. Evidence of such training to applicable or relevant staff shall be submitted to the LEA at the beginning of the school year and within six (6) days of any new hire as referenced above.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a Behavior Intervention Plan ("BIP") or Positive Behavior Intervention Plan ("PBIP"), an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following: (1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant

sprays, mists, or substances in proximity to the face of the individual. (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities. (4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma. (5) Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four

19

extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention. (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room. (7) An intervention that precludes adequate supervision of the individual. (8) An intervention that deprives the individual of one or more of his or her senses. (b) In the case of a child whose behavior impedes the child's learning or that of others, the individualized education program team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

### **31. STUDENT DISCIPLINE**

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10<sup>th</sup>) day of suspension. CONTRACTOR shall notify and invite LEA representatives to the IEP team meeting where the manifestation determination will be made.

### **32. IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at

20

an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The SELPA shall provide training for any NPS and NPA to assure access to the approved system. The NPS and/or NPA shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS, the NPS/NPA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful



and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

### **33. SURROGATE PARENTS AND FOSTER YOUTH**

CONTRACTOR shall comply with LEA surrogate parent assignments. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a nonpublic school by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

### **34. DUE PROCESS PROCEEDINGS**

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

### **35. COMPLAINT PROCEDURES**

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA.

### **36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS**

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress

reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s).

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For Nonpublic Agency services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

### **37. TRANSCRIPTS**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and

submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

### **38. STUDENT CHANGE OF RESIDENCE**

Within five (5) school days after CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA of the student's change of residence as specified in LEA Procedures. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

22

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered after the student's change of residence.

### **39. WITHDRAWAL OF STUDENT FROM PROGRAM**

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against professional advice from a Nonpublic Schools/Residential Treatment Center ("NPS/RTC").

### **40. PARENT ACCESS**

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA.

CONTRACTOR providing services in the student's home as specified in the IEP shall assure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in



an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situation. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

For services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent or LEA approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

#### **41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS**

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures. An LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., Cal. Code Regs., Title 2, section

23

60100 et seq. regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in the LEA student's IEPs.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with nonpublic

school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

#### **42. STATE MEAL MANDATE**

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

#### **43. MONITORING**

CONTRACTOR shall allow LEA representatives access to its facilities for periodic monitoring of each student's instructional program and shall be invited to participate in the formal review of each student's progress. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health

and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

24

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

## **PERSONNEL**

### **44. CLEARANCE REQUIREMENTS**

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Clearance certification shall be submitted to the LEA.

The passage of AB 389 amends Education Code sections 44237 and 56366.1 as to the verification that the CONTRACTOR has received a successful criminal background check clearance and has enrolled in subsequent arrest notification service, as specified, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. Further this bill deletes the exemption for applicants possessing a valid California state teaching credential or who are currently licensed by another state agency that requires a criminal record summary, from submitting two (2) sets of fingerprints for the purpose of obtaining a criminal record summary from the Department of Justice and the Federal Bureau of Investigation. Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.



#### **45. STAFF QUALIFICATIONS**

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

When CONTRACTOR is a nonpublic school, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development.

25

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

#### **46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS**

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials,

certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### **47. STAFF ABSENCE**

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

26

#### **48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or agency shall adhere to the customary professional and ethical standards when providing services. All

practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic school or agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

## **HEALTH AND SAFETY MANDATES**

### **49. HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.*, 49406, and Health and Safety Code Section 3454(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

### **50. FACILITIES AND FACILITIES MODIFICATIONS**

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to



CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

## **51. ADMINISTRATION OF MEDICATION**

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

## **52. INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

## **53. CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

#### **54. SEXUAL HARASSMENT**

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

#### **55. REPORTING OF MISSING CHILDREN**

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

28

### **FINANCIAL**

#### **56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the school or agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service,

and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA in the LEA Procedures. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal

year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a



delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

## **57. RIGHT TO WITHHOLD PAYMENT**

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding

payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied. If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

30

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c) (2).

## **58. PAYMENT FROM OUTSIDE AGENCIES**

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students.

## **59. PAYMENT FOR ABSENCES**

### **NONPUBLIC SCHOOL STAFF ABSENCE**

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

#### NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10<sup>th</sup>) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the LEA Procedures.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

#### NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any

31

circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

#### NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5<sup>th</sup>) consecutive service day of the student's absence, as specified in the LEA Procedures. LEA shall



not be responsible for the payment of services when a student is absent.

#### **60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY**

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs under Education Code Section 41422:

- a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the signed ISA, as though the student were continuing in their regular attendance, until alternative placement can be found.
- c. LEA and NPS School Closure- On days the LEA is funded, CONTRACTOR shall receive payment consistent with the signed ISA, until alternative placement can be found. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

#### **61. INSPECTION AND AUDIT**

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state

payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

32

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

## **62. RATE SCHEDULE**

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

### 63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

33

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1<sup>st</sup> day of July, 2019 and terminates at 5:00 P.M. on June 30, 2020, unless sooner terminated as provided herein.

#### CONTRACTOR LEA

\_\_\_\_\_  
Nonpublic School/Agency LEA Name

By: \_\_\_\_\_ By: \_\_\_\_\_  
Signature Date Signature Date

\_\_\_\_\_  
Name  
and Title of Authorized Name and Title of Authorized Representative Representative



Notices to CONTRACTOR shall be addressed to: Notices to LEA shall be addressed to:

**Name and Title Name and Title**

**Nonpublic School/Agency/Related Service Provider LEA**

**Address Address**

**City State Zip City State Zip**

**Phone Fax Phone Fax**

**Email Email**

**Additional LEA Notification  
(Required if completed)**

**Name and  
Title**

**Address**

**City State Zip**

**Phone Fax**

**Email**

4.1 RATE SCHEDULE FOR CONTRACT  
YEAR

The CONTRACTOR: The  
CONTRACTOR CDS  
NUMBER:

PER ED CODE 56366 –  
TEACHER-TO-PUPIL RATIO:

Maximum Contract  
Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate:

2) Inclusive Education Program

(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY  
RATE:

3) Related Services

SERVICE RATE PERIOD

Intensive Individual  
Services (340)

Language and Speech  
(415)

Adapted Physical  
Education (425)

Health and Nursing: Specialized Physical Health  
Care (435)

Health and Nursing: Other  
Services (436)

Assistive Technology  
Services (445)

Occupational Therapy  
(450)

Physical Therapy  
(460)

Individual Counseling  
(510)

Counseling and Guidance  
(515)

Parent Counseling  
(520)

Social Work Services  
(525)

Psychological Services  
(530)

Behavior Intervention  
Services (535)

Specialized Services for Low Incidence  
Disabilities (610)

Specialized Deaf and Hard of  
Hearing (710)

Interpreter Services  
(715)

Audiological Services  
(720)

Specialized Vision  
Services (725)

Orientation and Mobility  
(730)

Specialized Orthopedic  
Services (740)



Reader Services  
(745)

Transcription Services  
(755)

Recreation Services, Including  
Therapeutic (760)

College Awareness  
(820)

Work Experience  
Education (850)

Job Coaching  
(855)

Mentoring  
(860)

Travel Training  
(870)

Other Transition Services  
(890)

Other  
(900)

Other  
(900)

**EXHIBIT B: 2019-2020 ISA****INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN  
SCHOOL SERVICES** (Education Code Sections 56365 et seq.)

This agreement is effective on or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 201 , unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency Nonpublic School

LEA Case Manager: Name Phone Number

Pupil Name Sex: M F Grade:

(Last) (First) (M.I.) Address City State/Zip

DOB Residential Setting: Home Foster LCI # OTHER

Parent/Guardian Phone ( ) ( ) Address City State/Zip  
 (If different from  
 student)

AGREEMENT TERMS: 1. *Nonpublic School*: The average number of minutes in the instructional day will be: during the regular school year

during the extended  
 school year

2. *Nonpublic School*: The number of school days in the calendar of the school year are: during the regular school year

during the extended  
 school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. *INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only): Daily Rate:*

**Estimated Number of Days x Daily Rate = PROJECTED BASIC EDUCATION COSTS**

**B. RELATED  
 SERVICES:**

# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Provider SERVICE LEA NPS OTHER Specify		Maximum Total Cost for Contracted Period Estimated Maximum Total Cost for Contracted Period Estimated Maximum Total Cost for Contracted Period Estimated
	Cost per session n Cost per session n	Maximum Number of Sessions Maximum Number of Sessions Maximum Number of Sessions	
		Intensive Individual Services (340)	
		Language/Speech Therapy (415)	
		a. Individual	
		b. Group	
		Adapted Physical Ed. (425)	
		Health and Nursing: Specialized	
		Estimated	



Physical Health Care (435)

Health and Nursing Services:  
Other (436)

Assistive Technology  
Services (445)

Occupational Therapy  
(450)

Physical Therapy  
(460)

Individual Counseling  
(510)

Counseling and guidance  
(515).

Parent Counseling  
(520)

Social Work Services  
(525)

Provider SERVICE LEA NPS OTHER Specify

# of Times per  
Cost per  
Maximum wk/mo/yr., Duration;  
session  
Number of or per IEP;  
Sessions or as needed

Estimated Maximum Total Cost for Contracted Period

Psychological Services (530)  
Behavior Intervention Services (535)  
Specialized Services for Low Incidence Disabilities (610)  
Specialized Deaf and Hard of Hearing Services (710)  
Interpreter Services (715)  
Audiological Services (720)  
Specialized Vision Services (725)  
Orientation and Mobility (730)  
Braille Transcription (735)  
Specialized Orthopedic Service (740)  
Reader Services (745)  
Note Taking Services (750)  
Transcription Services (755)  
Recreation Services (760)  
College Awareness Preparation (820)  
Vocational Assessment, Counseling, Guidance and Career Assessment (830)  
Career Awareness (840)  
Work Experience Education (850)  
Mentoring (860)  
Agency Linkages (865)  
Travel Training (870)  
Other Transition Services (890)  
Other (900)J  
Other (900)  
Transportation-Emergency b. Transportation-Parent  
Bus Passes  
Other

ESTIMATED MAXIMUM RELATED SERVICES COST\$

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS\$

38

#### 4. Other

Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE  
GOVERNING BOARD ON

6. Progress Reporting Requirements: (Specify )

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR- -LEA/SELPA-

(Name of Nonpublic School/Agency) (Name of LEA/SELPA)

(Signature) (Date) (Signature) (Date)

(Name and Title) (Name of Superintendent or Authorized Designee)

# Appendix J:

## Sample Report Cards





# Rocklin Academy

2018-2019

Reading Literature	T1	T2	T3
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <i>RL.4.1</i>			
Determine a theme of a story, drama, or poem from details in the text; summarize the text. <i>RL.4.2</i>			
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <i>RL.4.3</i>			
Reading Informational Text			
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <i>RI.4.1</i>			
Determine a the main idea of a text and explain how it is supported by key details; summarize the text. <i>RI.4.2</i>			

Writing Production and Distribution	T1	T2	T3
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <i>W.4.1</i>			
Write informative/explanatory texts to examine a topic and convey ideas and information. <i>W.4.2</i>			
Write narratives to describe experiences or events using sensory details. <i>W.4.3</i>			
Writing Research to Build and Present Knowledge			
Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>W.4.9</i>			
Speaking and Listening			
Engage effectively in a range of discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <i>SL.4.1</i>			
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <i>SL.4.4</i>			

Language Conventions of Standard English	T1	T2	T3
Demonstrates command of the conventions of standard English grammar and usage when writing or speaking. <i>L.4.1</i>			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>L.4.2</i>			
Operations and Algebraic Thinking			
Solve multi-step word problems using the four operations. <i>OA.4.3</i>			
Number and Operations in Base Ten			
Read/write multi-digit whole numbers using base-ten numerals, number names and expanded form. Compare two multi-digit numbers. <i>NBT.4.2</i>			
Round multi-digit whole numbers. <i>NBT.4.3</i>			
Fluently add and subtract multi-digit whole numbers using the standard algorithm. <i>NBT.4.4</i>			
Multiply a four digit number by a one-digit number, and two two-digit numbers. <i>NBT.4.5</i>			
Finds quotients and remainders with up to four-digit dividends and one-digit divisors, using equations, arrays, and models. <i>NBT.4.6</i>			

Number and Operations Fractions	T1	T2	T3
Explain equivalent fractions using models; recognize and generate equivalent fractions. <i>NF.4.1</i>			
Comparing two fractions with different numerators and different denominators. <i>NF.4.2</i>			
Demonstrate basic understanding of adding and subtracting fractions with different denominators including word problems. <i>NF.4.3</i>			
Multiply a fraction by a whole number including word problems. <i>NF.4.4</i>			
Use decimal notation for denominator of 10 or 100. <i>NF.4.6</i>			
Measurement and Data			
Apply area and perimeter formulas for rectangles in real world and mathematical problems. <i>MD.4.3</i>			
Recognize and understand concepts of angle and measurement. <i>MD.4.5</i>			
Solve measurement of unknown angles with addition and subtraction. <i>MD.4.7</i>			
Geometry			
Draw and identify lines and angles. <i>G.4.1</i>			

History and Geography	T1	T2	T3
World Geography			
Europe in the Middle Ages			
The Spread of Islam and the Holy Wars			
Early and Medieval African Kingdoms			
China: Dynasties			
The American Revolution			
Making a Constitutional Government			
Early Presidents and American Reformers			
Science			
The Human Body			
Chemistry Basic Terms and Concepts			
Electricity			
Geology The Earth and Its Changes			
Meteorology			

Study Skills			
E= Excellent	N= Needs Improvement		
S= Satisfactory	U= Unsatisfactory		
Art and Music	T1	T2	T3
Participates and makes an effort			
Participates and makes an effort			
Physical Education			
Participates and makes an effort			
Work Habits and Social Skills			
Assumes personal responsibility			
Resolves conflicts			
Works cooperatively			
Works independently			
Seeks help when needed			
Does neat and careful work			
Completes classwork on time			
Fulfills homework responsibilities			
Respects school and classroom rules			
Demonstrates commitment to personal best			



ATTENDANCE	T1	T2	T3	Year
Days Tardy				
Days Absent				
Days in Term				

MAP Scores			
	Math	Reading	Language
Fall			
Winter			
Spring			

### COMMENTS

Trimester 1:

Trimester 2:

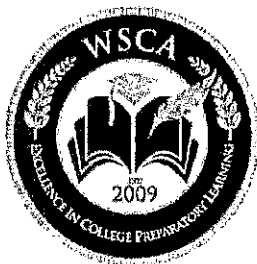
Trimester 3:



# Western Sierra Collegiate Academy

660 Menlo Drive  
Rocklin CA 95765

Principal: Chelsea Bowler-Shelton



Grade: 11

School Year: 2018-2019

Course Grades	Teacher	S1		S2		Comments
		Grd	Clt	Grd	Clt	
AP English Literature	Schroeder, Kristin	B	S	B	E	
AP U.S. History	Smith, Katherine	B	S	B	S	
Integrated III / Pre-Calculus	Guzman, Alejandra	B	E	B		
Mandarin III	Tian, Junjie	B	S	B	S	
Physics	Sutherland, Gregory	B	S	B	S	

Attendance		S1	S2
Days Absent		22	18
Times Tardy		5	3

GPA'S		
	UNWEIGHTED	WEIGHTED
Semester 1	3.00	3.57
Semester 2	3.17	3.86
Cumulative (9-12)	3.18	3.45

# Appendix K:

## List of Board Members

## APPENDIX K

### The Rocklin Academy Board of Directors

**Doug Johnson, Rocklin Academy Board of Directors Chairman:** Mr. Johnson is a Vice President of a management consulting firm that specializes in serving the needs of public agencies throughout the United States including cities, counties, utilities, educational institutions, special districts, and non-profit organizations. His expertise includes executive recruitment, organizational analysis, compensation & benefit studies, and a full range of human resource consulting services. Mr. Johnson has over 27 years of consulting experience and serves as an expert witness in arbitration and other legal proceedings.

Prior to joining his current firm, Mr. Johnson was President/Owner of a firm specializing in human resources consulting.

Doug has maintained a strong interest in education, incentives, performance improvement, and the use of technology. Doug's interests include motorcycling, hiking, boating, music, and being a technology geek.

Mr. Johnson holds a Bachelor of Arts degree in psychology with a minor in communication studies from California State University, Sacramento. His course work emphasized organizational and personnel development.

**Jarrett Black:** Jarrett served on the Rocklin Academy Board from 2009 – 2012 and was reappointed to the Board in August of 2016. He completed his bachelor's degree and credential course work at Azusa Pacific University in 1996, and completed graduate course work in English at Sacramento State University. He has been a teacher for 19 years and is GATE and CLAD certified. Jarrett is an active professional leader in his school, having served as department chair, technology coordinator, web master and site leadership team member. Jarrett was part of the Western Sierra Collegiate Academy planning and implementation committees and has also been a volunteer coach for Western Sierra's cross country and track and field teams for the past five years.

Jarrett and his family moved to Rocklin in 2003 and enjoy being an active part of the Rocklin community—including sports, girl scouts, and their church. Being outdoors fly fishing, camping and vacationing is a favorite of his, which led to his involvement with the non-profit "Cast Hope." Cast Hope's goal is to get underserved kids and their mentors into the outdoors through fly-fishing and Jarrett has served with them as a board member, trip leader and organizer. He is also involved at his church and volunteers yearly with the Mexico Outreach youth group trip as an adult leader.

**Alice Dowdin-Calvillo:** For more than 30 years, Alice Dowdin Calvillo has dedicated her career to public service at both the State and local level. Ms. Dowdin Calvillo currently serves as the Chief Executive Officer of a civil service commission for one of the top ten counties in California. Appointed in January 2013, she is the sixth CEO of the 80 year old quasi-judicial body responsible for policy direction, oversight and adjudication of the classification and merit system for the selection, promotion, and retention of civil service employees within the county.

In January 2008, Ms. Dowdin Calvillo was appointed by Governor Arnold Schwarzenegger to the

California Public Employment Relations Board (PERB), where she served as Chair of the quasi-judicial agency charged with adjudicating eight collective bargaining statutes covering most public sector employers within the State of California. From 2005 to 2008, Ms. Dowdin Calvillo served in several cabinet level positions to Governor Schwarzenegger, including as his Chief Deputy Cabinet Secretary and Chief Deputy Appointments Secretary. Before joining the Governor's senior staff, she was Governor Schwarzenegger's appointed Legislative Director for the California Department of Toxic Substances Control.



Governor Pete Wilson appointed Ms. Dowdin Calvillo as a Chief Advisor to the California Integrated Waste Management Board in early 1998 and prior to that she was his appointment as Deputy Director of Legislation and Operations to the Managed Health Care Improvement Task Force. Ms. Dowdin Calvillo also served as the Chief Consultant to the California State Assembly Consumer Protection, Governmental Efficiency and Economic Development Committee in the mid-1990s. Before joining the Assembly staff, Ms. Dowdin Calvillo served in a variety of senior analytical positions within State civil service.

Ms. Dowdin Calvillo was elected to two consecutive terms on the Auburn City Council from 1998 to 2005 and was Mayor in 2001 and 2005. During her tenure on the City Council, Ms. Dowdin Calvillo served on several commissions and committees, including the Placer County Economic Development Board (where she also served as Chair), Board of Directors for the Sacramento Area Council of Governments, Regional Wastewater Treatment and Storage Facility Joint Powers Authority, and Local Agency Formation Commission for Placer County. In addition, she was a member of the Sacramento Region Advisory Board for the Great Valley Center.

The Placer County Board of Supervisors appointed Ms. Dowdin Calvillo as the District 3 representative on the Placer County Parks Commission in 1997, where she served as its Chair in 1999 and 2000.

Since 2015, Ms. Dowdin Calvillo has sat on the Auburn City Planning Commission as well as the Auburn Historic Review Design Committee where she currently serves as Chair. She was appointed to the Rocklin Academy School Board of Directors in August 2016.

Ms. Dowdin Calvillo obtained her Bachelor of Arts in Political Science-Public Service and in German from the University of California, Davis. She and her husband are the proud parents of one child who attends one of the Rocklin Academy Family of Schools. She is an avid trail runner and enjoys spending time with her family.

**Adam Schwarz:** Adam is a Certified Public Accountant licensed in California, and has over 21 years of accounting and finance experience. He currently works as a controller. He has worked in the following industries: residential and commercial property management, commercial property development, biotechnology and private technical and vocational education.

Adam grew up in the greater Seattle area. He came to California and obtained his Bachelor of Science degree in business administration at the University of California, Riverside. Adam began coming to Rocklin in 1990 visiting family and friends, and made it a permanent move in 2006.

**Larry Stieber:** Mr. Stieber holds the position of Regional Vice President for a healthcare textile manufacturer in the United States. He has been with this company for over 37 years and is responsible for the growth and development for healthcare sales for their Western Region.

Larry has been married to his wife for over 44 years and they have three children and six grandchildren. Larry and Susan own their own businesses, with in Roseville and Los Angeles.

Mr. Stieber has been associated with non-profit organizations for over thirty years. He has served on numerous boards and has held many positions on these boards including Financial Vice- President and Board President for over three years. In addition, he has had the opportunity, while being part of these non-profits, to oversee fundraising and leadership.

In his spare time, Larry enjoys reading, golf and vacationing with his family.

# Appendix L:

## Danielson Framework

# Charlotte Danielson's FRAMEWORK FOR TEACHING

## DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
  - Content and the structure of the discipline • Prerequisite relationships
  - Content-related pedagogy
- 1b Demonstrating Knowledge of Students**
  - Child and adolescent development • Learning process • Special needs
  - Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage
- 1c Setting Instructional Outcomes**
  - Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
  - For classroom use • To extend content knowledge and pedagogy • Resources for students
- 1e Designing Coherent Instruction**
  - Learning activities • Instructional materials and resources
  - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
  - Congruence with instructional outcomes • Criteria and standards
  - Design of formative assessments • Use for planning

## DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
  - Teacher interaction with students, including both words and actions
  - Student interaction with students, including both words and actions
- 2b Establishing a Culture for Learning**
  - Importance of content and of learning
  - Expectations for learning and achievement • Student pride in work
- 2c Managing Classroom Procedures**
  - Instructional groups • Transitions • Materials and supplies
  - Performance of classroom routines
  - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
  - Expectations • Monitoring student behavior
  - Response to student misbehavior
- 2e Organizing Physical Space**
  - Safety and accessibility
  - Arrangement of furniture and use of physical resources

## DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
  - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records**
  - Student completion of assignments • Student progress in learning
  - Noninstructional records
- 4c Communicating with Families**
  - Information about the instructional program • Information about individual students
  - Engagement of families in the instructional program
- 4d Participating in a Professional Community**
  - Relationships with colleagues • Participation in school and district projects
  - Involvement in culture of professional inquiry • Service to the school
- 4e Growing and Developing Professionally**
  - Enhancement of content knowledge and pedagogical skill
  - Receptivity to feedback from colleagues • Service to the profession
- 4f Showing Professionalism**
  - Integrity/ethical conduct • Service to students • Advocacy
  - Decision-making • Compliance with school and district regulation

## DOMAIN 3: Instruction

- 3a Communicating With Students**
  - Expectations for learning • Directions for activities
  - Explanations of content
  - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
  - Quality of questions/prompts • Discussion techniques
  - Student participation
- 3c Engaging Students in Learning**
  - Activities and assignments • Grouping of students
  - Instructional materials and resources • Structure and pacing
- 3d Using Assessment in Instruction**
  - Assessment criteria • Monitoring of student learning
  - Feedback to students
  - Student self-assessment and monitoring of progress
- 3e Demonstrating Flexibility and Responsiveness**
  - Lesson adjustment • Response to students
  - Persistence



# Appendix M:

## Budget Documents



# ROCKLIN ACADEMY

## FAMILY OF SCHOOLS

### **Preliminary Budget Report**

### **American River Collegiate Academy**

### **Charter Petition**

# **AMERICAN RIVER COLLEGIATE ACADEMY**

## **Charter Petition**

This narrative is specific to the preliminary budget for the American River Collegiate Academy (ARCA) charter petition. It is intended to provide additional information to support the budget review segment of the charter petition. If you have questions regarding this report or require additional financial information, please contact the Director of Finance for the Rocklin Academy Family of Schools.

### **Budget Guidelines and Assumptions**

Budget guidelines are a set of overarching financial goals and expectations. Budget assumptions are the expectations that are being used for each budget component. Note that these guidelines and assumptions are an overarching set of standards for our organization as a whole and are included for reference. Any variances from the standard assumptions are indicated along with an explanation for the variance.

### ***Budget Guidelines***

1. The budget shall support the Strategic Plan of the Organization.
2. A Reserve for Economic Uncertainty of 1.00% shall be included in the Adopted Budget.
  - a. Due to this being a new school, there is a 3% reserve built into the preliminary budget years. As future budgets are developed the reserve within the financial statements will be re-evaluated.
3. Budget assumptions shall be developed, reviewed and updated on a regular basis.
4. A budget calendar shall be developed and used as a planning guide.
5. Site discretionary balances, up to 10%, may be carried forward. Deficits which occur shall also be carried forward. Site discretionary budgets are based on projected enrollment. Site discretionary accounts will be adjusted using actual enrollment on 10/31.
6. Restricted fund balances shall be carried forward in accordance with the terms and conditions of the restriction. If terms and conditions allow transfers to unrestricted balances, such transfers may occur.
7. When a new goal, project or program is recommended for authorization, the major competing demands for funding and the specific funding source, and/or allocation or reallocation of resources, shall be identified.
8. One-time funding allocations or resources shall not be used for on-going expenditures.
9. Budget documents shall be summarized by site and type of expenditure. Detailed budget information shall be available so that the Board and public can examine the components of a specific program.
10. The budget document shall include financial data from the projected current actuals and two subsequent years' data.



### *Budget Assumptions*

Budget assumptions are a very critical component of budget development and budget management. All budget assumptions need to be updated on a defined basis. This set of budget assumptions is based on updates and review of each component as follows:

- January (Governor's first budget projection)
- May (Governor's May Revise)
- Interim Reporting Periods (within 45 days of October 31<sup>st</sup> and January 31<sup>st</sup>)
- Attendance Apportionment Periods (after first and second apportionment reports are complete)

Separate budget assumptions shall be created for each of the following key variables:

Enrollment  
Average Daily Attendance  
Revenue  
Expenditures  
Other Outgo  
Transfers  
Reserve  
Beginning and Ending balance  
Cash Flow

1. **ENROLLMENT** – based upon site level projections and grade level waiting lists. Enrollment projections include projections for our unduplicated student groups, as well as our students anticipated in special education.

Enrollment for the 2020/21 – 2023/24 school years are anticipated as follows:

	2020/21	2021/22	2022/23
Kinder	48	72	72
First	48	48	72
Second	48	48	48
Third		48	48
Fourth			60
Total	144	216	300

2. **AVERAGE DAILY ATTENDANCE** – is what our schools are actually funded on. Attendance is reported to the County three times during the year P1 (First day of school through 4<sup>th</sup> school month) and P2 (First day of school through 8<sup>th</sup> school month) and PAnnual (First day of school through last day of school). The majority of our funding is based on our attendance at the 2<sup>nd</sup> attendance reporting period (P2).

Attendance projections are calculated as follows:

- Initial Budget: A three-year average of the ratio between previous initial budgets and P2
    - As this is our preliminary budget, Attendance is based on 95.00%, which is conservative considering the attendance rates at our other elementary schools.
  - First Interim: A three year average of the ratio between P1 and P2
  - Second Interim: First Interim is used, unless significant variances are identified
3. **REVENUES** – come from a multitude of sources. Each revenue stream is accounted for within the specified Resource and location. Our major categories are Local Control Funding Formula, Federal, State and Local.

- a. **Local Control Funding Formula (LCFF)** – This formula was established for the 2012-13 school year, and identified a funding timeline at which time all schools would be on an equal base funding amount during the 2020-21 school year. This Base Funding is known as the ‘target’. The Governor reached the target funding, known as Base Funding, during the 2018-19 school year. Future adjustments to the Base Funding is based on COLA’s within the Governors’ budget.

Additionally, the LCFF established two grants, supplemental and concentration grant funding, which are based on a schools’ unduplicated percentage of targeted disadvantaged students. The supplemental grant is equal to 20% of the adjusted base grant. The concentration grant provides additional funding for targeted pupils once a schools’ unduplicated percentages exceeds 55%.

Targeted pupils are those classified in one of three categories:

- English Learners (EL)
- Meet income requirements to receive free or reduced-price meals (FRPM)
- Foster youth

A pupil is only counted one time (unduplicated), meaning if they qualify in multiple categories they are only counted one time.

The LCFF amount we receive is based on the Governors’ proposed budgets. The Fiscal Crisis and Management Assistance Team (FCMAT) provides a spreadsheet which is updated based on the changes within the Governors’ budget, and is the standard tool used.

The LCFF calculator used for this budget was version 20.2b-LCFF-7-26-19.

- b. **Federal Revenues** – are revenues that come from the Federal Government. Federal Revenues are estimated based on the federal entitlement notifications.

Federal Revenues are not included within the preliminary budget. As Federal Revenues are used to supplement and not supplant, the associated revenues would be used as required by the specific federal program.

- c. **State Revenues** – are revenues that come from the State of California (other than the LCFF).

- i. *Lottery* – based upon prior year estimates of \$204, of which \$53 is restricted by Proposition 20 for instructional materials.

1. *As a note, we are not anticipating receiving the funding until the 2021-22 school year, however it is earned in the 2020-21 year and included within the revenue estimate.*

- ii. *Mandated Block Grant* – based on approximately \$16 for grades K-8 and \$46 for grades 9-12.

1. *Note that this is not included within the first year preliminary budget.*

- d. **Local Revenues** – are revenues that come from any other source other than Federal and State funds.

- i. Local Revenue is not included within the preliminary budget.

- ii. Note that Local Revenues would include outside funding. While we may seek to obtain additional funding, it is not included or necessary to start up the school.

- e. **Special Education** – Special Education is made up of three components: Federal, State and Mental Health.

- Within the preliminary budget we have included an approximate Special Education reserve based on our current schools. As we are requesting to be a school of the district, associated revenue and expenses are not included in the preliminary budget.

**f. Other Local Revenue** – based on historical data. Such revenues would include interest and facility use agreements, etc.

**4. EXPENDITURES** – are the cost to provide necessary resources and support for our students. Similar to the associated revenue, each expenditure is accounted for within the specified resource and location.

**a. Salaries and benefits** – based upon approved salary schedules, rates. Budget development of salaries and benefits is largely driven based on positions. Positions, which are ratio based to the extent possible, are established and then filled in with people.

- i. The preliminary budget uses our vacancy assumptions, using our average teacher salary. Benefits are based on known or assumed election of benefits.

**b. Employee Benefits**

i. *Statutory Benefits* determined by either state or federal mandate are based on current rate estimates. Statutory benefits are applied to the salary base, and differ according to classification of employee. Our two classifications of employees are Certificated (those who hold a teaching credential) and Classified (all other non-certificated employees). Listed below are the projected employer statutory benefit factors for the 2019-20 year:

➤ State Teachers' Retirement System (STRS)	19.100%
➤ Public Employees' Retirement System (PERS)	23.600%
➤ Social Security	6.200%
➤ Medicare	1.450%
➤ Unemployment Insurance	0.050%

Our most significant benefit rates are attributed to our retirement systems, listed above. To be conservative we have estimated increases at 1.5% per year, which is higher than current estimate.

The projected employer contribution rates for the out-years are as follows:

	<u>2021-22</u>	<u>2022-23</u>
STRS	20.600%	22.100%
PERS	25.100%	26.600%

ii. *Discretionary Benefits* are based on board approved rates. Employer contribution amounts are based upon prior year coverage levels. For the current projection we used historical averages for our current schools.

**c. Books and supplies** – are budgeted based on per pupil historical spending. Out years are based on Cost of Living increases (COLA). We use 2.5% increase as our COLA estimate.

**d. Services and other operating expenditures** – are based on anticipated need and historical spending. Out years are based on COLA. Included within the services is the following:

- Rent is estimated based on our current schools.
- Professional services are adjusted based on per pupil historical spending.

**e. Capital Outlay** – is based on known or anticipated projects individually costing more than \$5,000 and useable over multiple years. Our preliminary estimate is based on \$5,000 per classroom.



5. **OTHER OUTGO** account for the oversight fees and MOU charges within the sponsoring school districts.

6. **TRANSFERS** account for inter-organization allocation of funds.

Administrative costs – estimated at 12% of revenue. This includes CMO costs, which include Superintendent, Human Resources, Special Programs coordinator, TOSAs and more.

6. **RESERVE** a reserve for economic uncertainties will be accounted for within the adopted budget. This will be a budgeted expenditure of at least 1% to provide for additional financial security against unknown items. As this is a new school we are including a 3% reserve within the preliminary budget.

7. **BEGINNING BALANCE** based on prior interim report, accounted for by each school and resource.

8. **ENDING BALANCE** will include a reserve of at least 20% of budgeted unrestricted expenditures and accounted for by each school.

9. **CASH FLOW** is derived from published schedules when available. When published schedules are not available a historical average is used to estimate the timing of payments and deposits. Cash is reconciled at the organization level and is tracked at the site level upon reporting periods. Monthly cash deficits will result in inter-fund borrowings. Organization wide we are projecting to have a positive unrestricted cash flow through fiscal years 2019-20, 2020-21, and 2021-22 of \$5.48, \$5.58, and \$5.88 million, respectively.

**American River Collegiate Academy  
Preliminary Budget Proposal**

		2020-21	2021-22	2022-23
Enrollment				
K-3		144	216	240
4-6		0	0	60
Total Enrollment		144	216	300
Unduplicated Pupils		36.00	33.00	45.00
ADA Factor		95%	95%	95%
Supplemental		25%	25%	25%
Concentration				
ADA				
K-3		136.80	205.20	228.00
4-6		0.00	0.00	57.00
Total ADA		136.80	205.20	285.00
LCFF Per Calculator				
State Aid	8011	815,499	1,258,617	1,775,226
Education Protection Account	8012	27,360	41,040	57,000
In Lieu of Property Tax	8096	415,140	640,130	902,440
Total LCFF		1,257,999	1,939,787	2,734,666
State				
Mandated Block Grant	8590	-	3,460	4,805
Restricted Lottery	8560	7,250	10,876	15,105
Unrestricted Lottery	8560	20,657	30,985	43,035
Total State		27,907	45,321	62,945
Local	8699	-	-	-
<b>TOTAL REVENUE</b>		1,285,906	1,985,108	2,797,611
1xxx (Certificated)				
Teachers	1100	395,820	608,571	831,708
Intervention	1200	32,985	54,095	69,309
Admin	1300	52,789	108,217	110,922
Stipends	1198			
Substitutes	1104	39,582	60,857	83,171
Total Certificated		521,176	831,740	1,095,110
2xxx (Classified)				
Office Staff	2400	56,582	57,996	59,446
Yard Duty	2100	14,194	20,784	29,826
PE Instructor	2100	7,326	15,019	30,790
Total Classified		78,102	93,799	120,062

**American River Collegiate Academy  
Preliminary Budget Proposal**

		2020-21	2021-22	2022-23
STRS	3100	99,545	171,338	242,019
PERS	3200	18,432	23,544	31,936
OASDI	3300	4,842	5,816	7,444
Medicare	3330	8,690	13,420	17,620
Health & Welfare	3400	83,160	119,280	152,880
SUI	3500	300	463	608
Total Benefits		214,969	333,861	452,507
Total Salaries and Benefits		814,247	1,259,400	1,667,679
Textbooks	4100	2,646	4,070	5,793
Materials and Supplies	4300	43,324	66,642	94,863
Copy Paper	4305	2,925	4,500	6,405
Technology supplies	4310	4,731	7,278	10,360
Total Supplies		53,626	82,490	117,420
Conference Registration	5210	3,212	4,936	7,021
Mileage	5211	598	919	1,308
Copy Rental / Service agreement	5605	4,827	7,421	10,555
Professional Services	5800	2,443	3,755	5,341
Total Services		11,081	17,032	24,225
Rent		128,591	198,511	279,761
7145 (Direct Costs)		150,960	232,774	328,160
7141 (Other Outgo)		12,580	19,398	27,347
<b>TOTAL EXPENSES</b>		<b>1,171,085</b>	<b>1,809,605</b>	<b>2,444,592</b>
6xxx (Capital Outlay)		30,000	15,000	15,000
Reserve 3% of revenue		38,577	59,553	83,928
Reserve - Special Education		52,487	78,730	109,346
EXCESS / DEFICIT		(6,243)	22,220	144,745
Borrow (Repay)		15,000	(15,000)	-
EXCESS / DEFICIT after interfund borrowing		8,757	7,220	144,745
Fund Balance - Beginning		0	8,757	15,977
Fund Balance - Ending		8,757	15,977	160,722
Reserve (20% of Expenses)		234,217	361,921	488,918
Unrestricted		(225,460)	(345,944)	(328,196)
Fund Balance (Total)		8,757	15,977	160,722



**ROCKLIN ACADEMY FAMILY OF SCHOOLS**  
**AMERICAN RIVER COLLEGIATE ACADEMY (PRELIMINARY BUDGET PROPOSAL)**  
**2020-21 Cashflow Projection**

DESCRIPTION	OBJECT	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	ACCRUAL	TOTAL
A. BEGINNING CASH	N/A	-	6,176	4,268	44,355	66,797	64,305	96,476	751	28,015	56,532	84,475	48,815		
B. RECEIPTS															
Revenue Limit Sources															
LCFF / General Purpose	8010-8019	40,775	40,775	73,395	73,395	73,395	73,395	73,395	73,395	73,395	73,395	73,395	73,394	-	815,499
EPA	8012	-	-	6,840	-	-	6,840	-	-	6,840	-	-	6,840	-	27,380
In-Lieu Property Taxes	8080-8099	-	24,908	49,817	33,211	33,211	33,211	33,211	33,211	35,287	35,287	35,287	35,288	-	415,140
TOTAL LCFF		40,775	65,683	130,052	106,606	106,606	113,446	106,606	106,606	113,446	108,682	108,682	115,521	35,288	1,257,999
Federal Revenue	8100-8299	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	8300-8599	-	-	-	-	-	-	-	-	-	-	-	-	27,907	27,907
Local	8600-8799	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Financing Sources	8820-8979	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL RECEIPTS		40,775	65,683	130,052	106,606	106,606	113,446	106,606	106,606	113,446	108,682	108,682	115,521	63,195	1,285,906
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	31,300	44,300	44,300	44,300	44,300	44,300	44,300	44,300	44,300	44,300	44,300	44,300	2,576	521,176
Classified Salaries	2000-2999	4,700	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	802	78,102
Employee Benefits (All)	3000-3999	12,672	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	5,210	214,969
Books, Supplies	4000-4999	13,943	4,290	2,681	5,363	5,363	2,681	6,435	2,145	2,145	2,145	2,145	3,200	1,080	53,526
Services	5000-5999	6,984	6,984	13,967	6,984	34,918	9,777	9,777	8,380	13,967	9,777	8,380	8,400	1,377	139,672
Capital Outlay	6000-6999	15,000	7,500	4,500	3,000	-	-	-	-	-	-	-	-	-	30,000
Other Outgo	7141	-	-	-	-	-	-	6,250	-	-	-	-	6,250	-	12,500
Direct Costs	7145	-	-	-	-	-	-	75,480	-	-	-	-	75,480	-	150,960
Debt Service - Principal	7439	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service - Interest	7438	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reserve		-	-	-	-	-	-	45,532	-	-	-	-	-	45,532	91,064
TOTAL DISBURSEMENTS		84,599	87,591	89,965	84,164	109,098	81,275	212,331	79,342	84,929	80,739	79,342	162,187	56,587	1,292,149
D. PRIOR YEAR TRANSACTIONS															
Cash Not in Treasury	9111-9199	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable (Governments)	9290	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenditures	9330	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	9340	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Borrow/repay	-	50,000	20,000	-	-	-	-	10,000	-	-	-	(65,000)	-	-	15,000
Accounts Payable	9500-9599	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	9650	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Restricted Cash	9910	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PRIOR YEAR TRANSACTIONS		50,000	20,000	-	-	-	-	10,000	-	-	-	(65,000)	-	-	15,000
E. NET INCREASE/DECREASE (B-C+D)		6,176	(1,908)	40,087	22,442	(2,492)	32,171	(95,725)	27,264	28,517	27,943	(35,660)	(46,666)	6,608	8,757
F. ENDING CASH (A + E)		6,176	4,268	44,355	66,797	64,305	96,476	751	28,015	56,532	84,475	48,815	2,149		
G. ENDING CASH, PLUS ACCRUALS															8,757

Expenses	1,292,149
Days per year	365
Exp per day	3,540
Cash	2,149
Days Cash On Hand	1
Cash + Deferral	8,757
	2
Cash + Deferral - AP	65,344
	18

**ROCKLIN ACADEMY FAMILY OF SCHOOLS**  
**AMERICAN RIVER COLLEGIATE ACADEMY (PRELIMINARY BUDGET PROPOSAL)**  
**2021-22 Cashflow Projection**

DESCRIPTION	OBJECT	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	ACCRUAL	TOTAL
<b>A. BEGINNING CASH</b>	<b>N/A</b>														
	9110	2,149	1,206	3,346	75,056	111,984	111,489	161,385	740	3,635	8,169	35,831	81,648		
<b>B. RECEIPTS</b>															
Revenue Limit Sources															
LCFF / General Purpose	8010-8019	62,931	62,931	113,276	113,276	113,276	113,276	113,276	113,276	113,276	113,276	113,276	113,271	-	1,258,617
EPA	8012	-	-	10,260	-	-	10,260	-	-	10,260	-	-	10,260	-	41,040
In-Lieu Property Taxes	8080-8099	-	38,408	76,816	51,210	51,210	51,210	51,210	51,210	54,411	54,411	54,411	54,413	54,413	640,130
<b>TOTAL LCFF</b>		62,931	101,339	200,352	164,486	164,486	174,746	164,486	164,486	174,746	167,687	167,687	177,942	54,413	1,939,787
Federal Revenue	8100-8299	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	8300-8599	-	-	-	-	4,166	1,365	1,116	1,674	1,674	1,395	1,395	2,791	29,695	45,321
Local	8600-8799	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Financing Sources	8930-8979	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL RECEIPTS</b>		62,931	101,339	200,352	164,486	168,672	176,141	165,602	166,160	176,420	169,082	169,082	180,733	84,108	1,985,108
<b>C. DISBURSEMENTS</b>															
Certificated Salaries	1000-1999	49,900	70,700	70,700	70,700	70,700	70,700	70,700	70,700	70,700	70,700	70,700	70,700	4,140	831,740
Classified Salaries	2000-2999	5,600	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	7,945	254	93,798
Employee Benefits (All)	3000-3999	19,980	28,332	28,332	28,332	28,332	28,332	28,332	28,332	28,332	28,332	28,332	28,312	2,249	333,861
Books, Supplies	4000-4999	21,447	6,599	4,126	8,249	8,249	4,125	9,809	3,300	3,300	3,300	3,300	4,800	1,697	82,490
Services	5000-5999	10,777	10,777	21,554	10,777	53,866	15,088	15,088	12,933	21,554	15,088	12,933	12,900	2,188	215,543
Capital Outlay	6000-6999	7,500	3,750	2,250	1,500	-	-	-	-	-	-	-	-	-	15,000
Other Outgo	7141	-	-	-	-	-	-	9,699	-	-	-	-	9,699	-	19,398
Direct Costs	7145	-	-	-	-	-	-	116,387	-	-	-	-	116,387	-	232,774
Debt Service - Principal	7439	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service - Interest	7438	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reserve		-	-	-	-	-	-	69,142	-	-	-	-	-	69,141	138,283
<b>TOTAL DISBURSEMENTS</b>		115,204	128,168	134,961	127,658	169,167	126,245	327,247	123,265	131,886	125,420	123,265	250,843	79,669	1,962,888
<b>D. PRIOR YEAR TRANSACTIONS</b>															
Cash Not In Treasury	9111-9199	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable (Governments)	9290	37,917	18,959	6,319	-	-	-	-	-	-	-	-	-	-	63,195
Prepaid Expenditures	9330	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	9340	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Borrow/repay	-	70,000	10,000	-	-	-	-	1,000	(40,000)	(40,000)	(16,000)	-	-	-	(15,000)
Accounts Payable	9500-9599	(56,587)	-	-	-	-	-	-	-	-	-	-	-	-	(56,587)
Deferred Revenue	9650	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Restricted Cash	9910	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PRIOR YEAR TRANSACTIONS</b>		51,330	28,959	6,319	-	-	-	1,000	(40,000)	(40,000)	(16,000)	-	-	-	(8,392)
<b>E. NET INCREASE/DECREASE (B-C+D)</b>		(943)	2,140	71,710	36,828	(495)	49,896	(160,645)	2,895	4,534	27,662	45,817	(70,110)	4,439	13,828
<b>F. ENDING CASH (A + E)</b>		1,206	3,346	75,066	111,984	111,489	161,385	740	3,635	8,169	35,831	81,648	11,538		
<b>G. ENDING CASH, PLUS ACCRUALS</b>															15,977

Expenses	1,962,888
Days per year	365
Exp per day	5,378
Cash	11,538
Days Cash On Hand	2
Cash + Deferral	15,977
	3
Cash + Deferral - AP	95,646
	18

**ROCKLIN ACADEMY FAMILY OF SCHOOLS**  
**AMERICAN RIVER COLLEGIATE ACADEMY (PRELIMINARY BUDGET PROPOSAL)**  
**2022-23 Cashflow Projection**

DESCRIPTION	OBJECT	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	ACCRUAL	TOTAL
<b>A. BEGINNING CASH</b>	N/A	11,538	2,834	882	26,338	88,114	100,034	180,498	3,473	74,531	147,679	219,579	254,519		
<b>B. RECEIPTS</b>															
Revenue Limit Sources															
LCFF / General Purpose	8010-8019	88,761	88,761	159,770	159,770	159,770	159,770	159,770	159,770	159,770	159,770	159,770	159,774	-	1,775,228
EPA	8012	-	-	14,250	-	-	14,250	-	-	14,250	-	-	14,250	-	57,000
In-Lieu Property Taxes	8080-8099	-	54,146	108,293	72,195	72,195	72,195	72,195	72,195	76,707	76,707	76,707	76,710	76,710	902,440
<b>TOTAL LCFF</b>		88,761	142,907	282,313	231,965	231,965	246,215	231,965	231,965	246,215	236,477	236,477	250,731	76,710	2,734,666
Federal Revenue	8100-8299	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	8300-8599	-	-	-	-	9,442	3,147	2,518	3,777	3,777	3,147	3,147	6,265	27,695	62,945
Local	8600-8799	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Financing Sources	8930-8979	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL RECEIPTS</b>		88,761	142,907	282,313	231,965	241,407	249,362	234,483	235,742	249,992	239,624	239,624	257,026	104,405	2,797,611
<b>C. DISBURSEMENTS</b>															
Certificated Salaries	1000-1999	95,700	93,100	93,100	93,100	93,100	93,100	93,100	93,100	93,100	93,100	93,100	93,100	5,310	1,095,110
Classified Salaries	2000-2999	7,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	662	120,062
Employee Benefits (all)	3000-3999	27,133	38,448	38,448	38,448	38,448	38,448	38,448	38,448	38,448	38,448	38,448	38,448	2,446	452,507
Books, Supplies	4000-4999	30,529	9,394	5,671	11,742	11,742	5,671	14,090	4,697	4,697	4,697	4,697	7,000	2,393	117,420
Services	5000-5999	15,199	15,199	30,399	15,199	75,997	21,279	21,279	18,239	30,399	21,279	18,239	18,239	3,079	303,986
Capital Outlay	6000-6999	7,500	3,750	2,250	1,500	-	-	-	-	-	-	-	-	-	15,000
Other Outgo	7141	-	-	-	-	-	-	13,674	-	-	-	-	13,673	-	27,347
Direct Costs	7145	-	-	-	-	-	-	164,080	-	-	-	-	164,080	-	328,160
Debt Service - Principal	7439	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service - Interest	7438	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reserve		-	-	-	-	-	-	96,637	-	-	-	-	-	96,637	193,274
<b>TOTAL DISBURSEMENTS</b>		163,281	170,091	180,268	170,189	229,487	168,898	451,508	164,684	176,844	167,724	164,684	344,701	110,527	2,652,866
<b>D. PRIOR YEAR TRANSACTIONS</b>															
Cash Not in Treasury	9111-9199	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable (Governments)	9290	50,465	25,232	8,411	-	-	-	-	-	-	-	-	-	-	84,108
Prepaid Expenditures	9330	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	9340	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Borrow/repay	-	85,000	-	(85,000)	-	-	-	40,000	-	-	-	(40,000)	-	-	-
Accounts Payable	9500-9599	(79,669)	-	-	-	-	-	-	-	-	-	-	-	-	(79,669)
Deferred Revenue	9650	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Restricted Cash	9910	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PRIOR YEAR TRANSACTIONS</b>		55,796	25,232	(76,589)	-	-	-	40,000	-	-	-	(40,000)	-	-	4,439
<b>E. NET INCREASE/DECREASE (B-C+D)</b>		(8,704)	(1,952)	25,456	61,776	11,920	80,464	(177,025)	71,058	73,148	71,900	34,940	(87,675)	(6,122)	149,184
<b>F. ENDING CASH (A + E)</b>		2,834	882	26,338	88,114	100,034	180,498	3,473	74,531	147,679	219,579	254,519	166,844		
<b>G. ENDING CASH, PLUS ACCRUALS</b>															160,722

Expenses	2,652,866
Days per year	365
Exp per day	7,268
Cash	166,844
Days Cash On Hand	23
Cash + Deferral	160,722
Cash + Deferral - AP	271,249
	37



# Appendix N:

## Organizational Chart

# Rocklin Academy Family of Schools

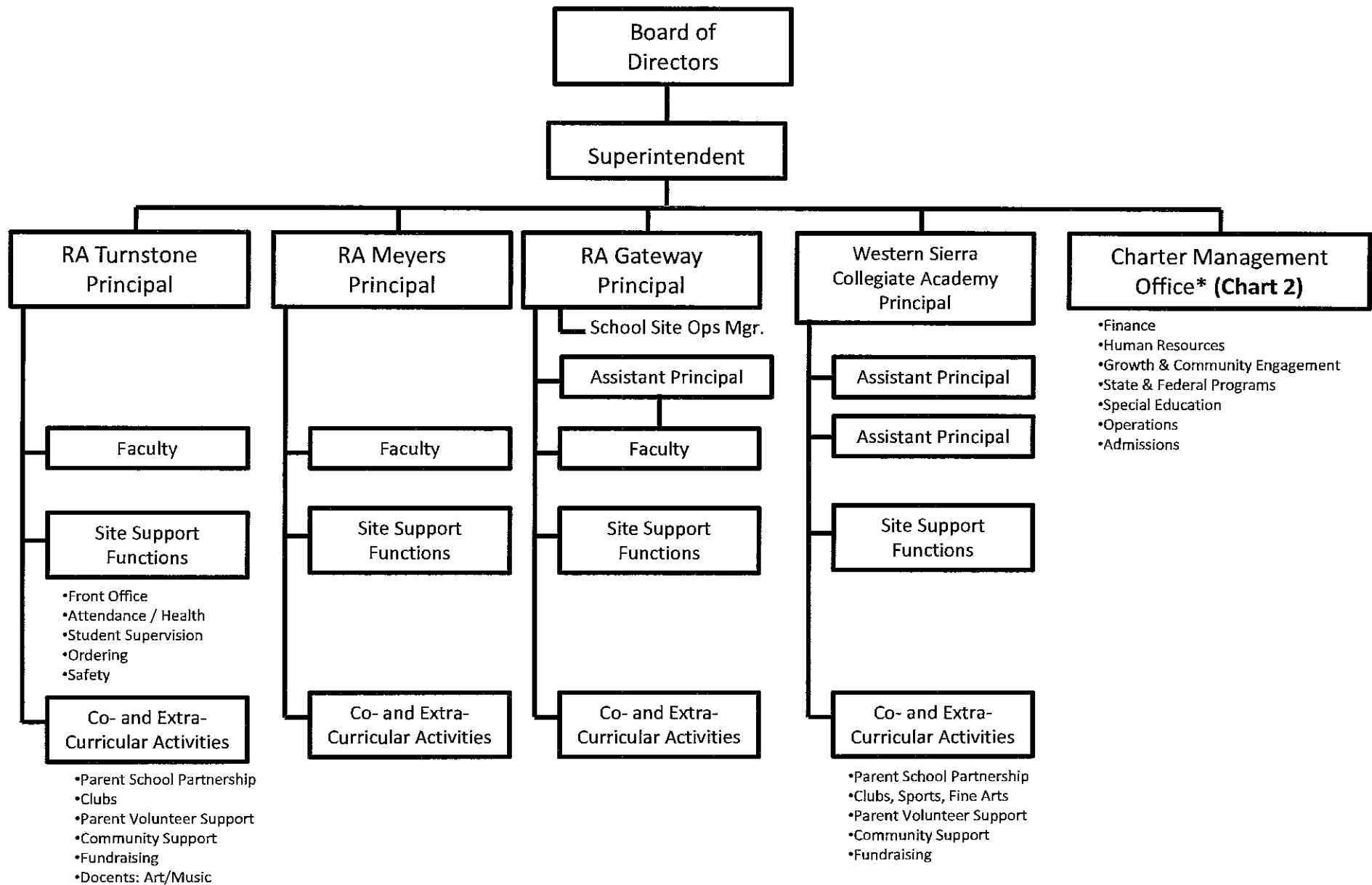
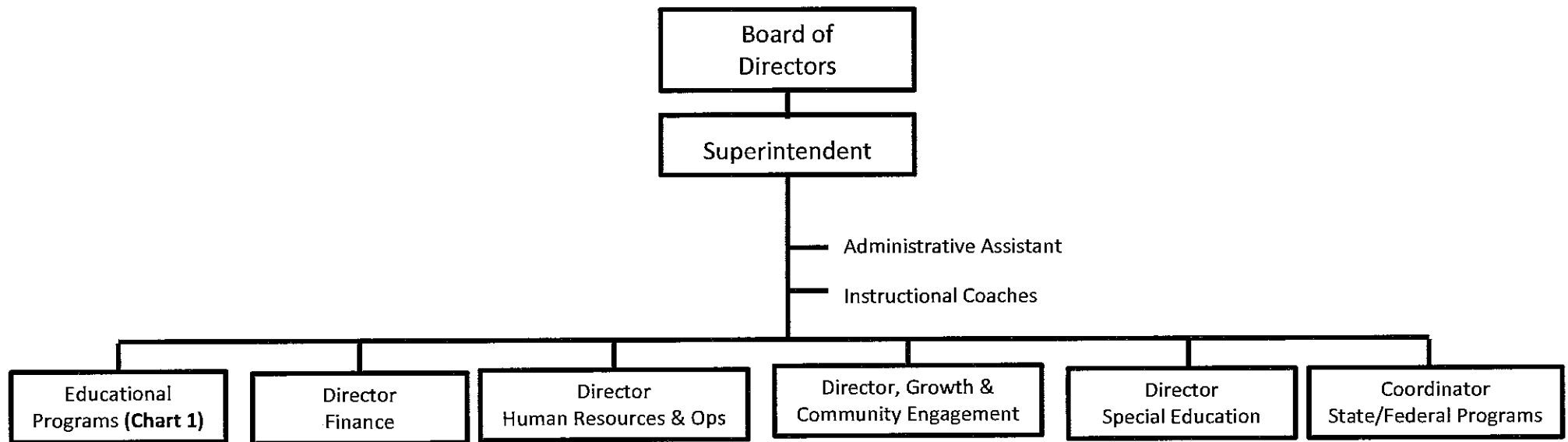


CHART 1

## **\*Charter Management Office**



**CHART 2**



# Appendix O:

## Signature Page

## Signature Page for Teachers

**We the undersigned** believe that the attached Charter for the creation of the American River Collegiate Academy Charter School merits consideration and hereby petition the governing board of the San Juan Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the American River Collegiate Academy Charter School. The Petitioners for the American River Collegiate Academy Charter School agree to continue to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the American River Collegiate Academy Charter School.

### By the Lead Petitioner:

Robin Stout

Name



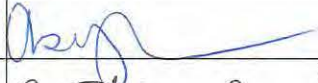
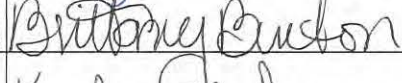
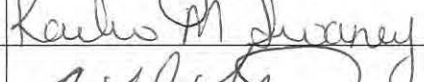
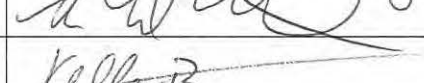

Signature

8/23/19

Date

The petitioners recognize Robin Stout as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the San Juan Unified School District governing board.

### By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone#
Ashley Lane		8/23/19	Ed. Specialist, Multiple Subject, Administrative	916-897-4452
Brittany Burton		8/23/19	Ed. specialist, multiple subject	(209) 996-8587
Kaelin Swaney		8/23/19	Multiple Subject, Admin	530 615 1877
Robbi Nicole Moraru		8-23-19	multiple subject	(831) 915-3725
Kelly Bryson		8-23-19	Multiple Subject, Administrative, Science Authr, English Authr.	530-864-6404

## **Tab 2**





## San Juan Unified School District

### *Admissions & Family Services*

3700 Garfield Avenue, Carmichael, California 95608

P.O. Box 477, Carmichael, California 95609-0477

Telephone (916) 726-5826 FAX (916) 979-8187

[www.sanjuan.edu](http://www.sanjuan.edu)

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Kent Kern, Superintendent of Schools

Debra Calvin, Ed.D., Assistant Superintendent, Educational Services

Michele Flagler, Director of Admissions and Family Services

November 20, 2019

**VIA EMAIL ONLY ([jantoon@rafos.org](mailto:jantoon@rafos.org))**

Jillayne Antoon  
Director of Growth and Community Engagement  
Rocklin Academy of Schools

Re: American River Collegiate Academy Charter Petition

Dear Ms. Antoon,

The purpose of this letter is to summarize the findings of the San Juan Unified School District's Board of Education denying the American River Collegiate Academy (ARCA) Charter Petition.

In accordance with California Education Code section 47605, the following are the findings of fact that support denial of the ARCA charter petition which was submitted to the San Juan Unified School District Board of Education on August 27, 2019, by the Rocklin Family Academy of Schools.

**Finding 1. Petition presents an unsound educational program for pupils to be enrolled at the charter school.**

The Charter Review Team concludes that while the petitioners' goal is to create a school that inspires students to excel academically and challenges students to achieve their full potential, the petition fails to demonstrate a sound educational program that would adequately serve special student populations.

Many responses throughout the petition reference currently operating charter schools in the Rocklin Academy Family of Schools (RAFOS); however, the petition does not provide an analysis of how these schools are similar or different from this proposed K-12 school, nor how San Juan Unified School District ("District") is similar or different from those districts in which RAFOS operates. For example, the petition includes data for student demographics and student achievement throughout; however, the petition does not include analyses of this data nor a link to the raw data in order to frame a persuasive argument as to why opening this proposed school would benefit students and families in the San Juan Unified School District. Furthermore, the data provided is from the 2017-2018 year only; 2018-2019 school year data is not included in the petition.

The petition lacks sufficient clarity and detail to be considered educationally sound. Additional information is provided below in Finding 3.1.

**Finding 2. Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.**

The Charter Review Team concluded that the petitioners are unlikely to successfully implement the program presented in the petition because the petitioners' financial plan is flawed and is not found to be reasonably comprehensive for the following reasons:

1. The petition does not include a detailed staffing plan or a salary schedule and, as a result, there is no exact information related to salaries and benefits (ARCA Charter Petition, Appendix M).
2. The petition does not include a startup budget or related expenses, nor does it include a detailed facility plan which ties to the expenses noted in the "rent" and/or "capital outlay" sections. More than 24% of the budgeted expenses are "reserved" (ARCA Charter Petition, page 276 of the appendices, #6 RESERVE), making nearly a quarter of the annual budget unaccounted for by conservative forecasting.
3. Initial projection for enrollment/ADA seems unrealistic. ARCA is projecting a 97% attendance rate and is projecting an ADA growth of 50%. This is based on Rocklin Academy's waitlist and application data, which has not been identified or provided in the petition. In comparison to three (3) of the District's independent charter schools, the highest growth for second year enrollment was 18%. No other District charter school has had more than one year's growth close to 20%.
4. See attached ARCA Charter Petition Budget Review.

The petitioners' plan lacks specificity and/or details in the following areas:

Facility: The petition does not include specific information concerning a facility plan, such as whether a District facility is desired or identified, or whether the site for the school will be a private facility, and if so, has such a site been identified or selected. It states only that it is "seeking to secure a private facility for the first year of operation but reserves the right to request a Proposition 39 facility from the District." (ARCA Charter Petition, pp. 142 and 143.) While the budget model includes expenses for rent and a description of space allocation needed/desired, the petition does not include a lease or concrete evidence that the facility would be located in an area properly zoned for operation of a school.

Potential Civil Liability Effects: The petition does not include evidence of secured insurance for this newly-proposed school. The Special Education Local Plan Area (SELPA) agreement for currently operating Rocklin Academy affiliated schools, included in Appendix J, has very specific insurance requirements of the vendor. However, no limit amounts or specific level of coverage for the proposed school are included. Additionally, the master services agreement/SELPA agreement does not include coverage for the proposed school (ARCA Charter Petition, Appendix J, page 209).

Based upon the above-listed deficiencies and possible lack of understanding of legal budget requirements, the petitioners are unlikely to successfully implement the program set forth in the petition.

**Finding 3. The Petition does not contain reasonably comprehensive descriptions of certain required elements.**

The Charter Review Team concludes that the ARCA petition does not contain reasonably comprehensive descriptions of five of the fifteen specific required elements set forth in Education Code section 47605(b)(5); specifically, descriptions of the educational program, measurable pupil outcomes, measurement of pupil progress towards outcomes, qualifications to be met by individuals to be employed in the school, and a description of 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.

1. Description of the educational program of the school is not found to be reasonably comprehensive for the following reasons:
  - The petition includes descriptions of the basic learning environment for students and teachers through a listing of approaches/strategies used and referencing what occurs at the charter schools it currently oversees and operates. However, the petition does not contain specific details or examples of the proposed charter school's basic learning environment.
  - The petition does not include an overall reasonably comprehensive description of the educational program. Specifically, the petition includes a description of the education program that consists of a listing of commercial curricular resources, instructional strategies, and assessment tools, without clear, comprehensive, and integrated plans for the new school that will support the student population it proposes to serve.
  - The petition states that the school intends to "... serve diverse Citrus Heights area families who place a high value on education and learning," and "Our students will come from families who want to participate as full partners in the education of their children. . ." (ARCA Charter Petition, page 10). A review of the petition demonstrates that while demographic comparison charts of the petitioners' existing schools and proposed new geography are included, along with a statement that "American River Collegiate Academy will strive to mirror the demographic data of the District" (ARCA Charter Petition, page 13), it is unclear from the petition how ARCA will accomplish and sustain enrolling a diverse student body that is reflective of the District as stated in the application.
  - Instructional strategies for special education, limited English proficient students, and other special populations noted in the petition are not reasonably comprehensive. While the petition provides a general overview of instructional techniques the school intends to utilize (ARCA Charter Petition, pages 22-25) and an overview of additional plans to serve special populations (ARCA Charter Petition, pages 49-60), the petition is not substantive to determine how the curriculum will be successfully adapted to serve these special populations, how the daily schedule and time blocks beyond the mention of enrichment blocks will be utilized to serve these special populations effectively, and how instructional staffing with a 24:1 student/teacher intended ratio in K-3 and



30:1 ratio in grades 4-12 (ARCA Charter Petition, page 18) will effectively meet the needs of these special populations.

- The petition does not include a reasonably comprehensive description of the list and qualifications of persons who have developed or who will develop the curricula across all grades and subjects and how the curricula will be aligned to the students' performance standards and the school's assessments over time.

Based upon the above-listed deficiencies, the petition does not contain a reasonably comprehensive description of the educational program.

2. Description of measurable pupil outcomes identified for use by the school is not found to be reasonably comprehensive for the following reasons:

- The petition notes that that pupil outcomes will be assessed using Northwest Evaluation Association (NWEA) and Smarter Balanced assessments (ARCA Charter Petition, page 74, Methods of Assessment). However, the petition does not identify how the assessment program will assess specific skills and knowledge outcomes for students, nor does the petition include a comprehensive overview of student academic outcome goals. Despite currently operating a set of charter schools and stating that ARCA will be a replication of these schools, the petition does not contain a comprehensive assessment and accountability framework for this new proposed school.
- The ARCA Charter Petition does not include a substantive description of the skills, knowledge, and qualities that their pupils will have attained upon leaving the school (i.e., "exit outcomes" or "graduation standards"). While the petition states, "American River Collegiate Academy places a high priority on measurable pupil outcomes that value academic achievement and preparation for college and beyond" (ARCA Charter Petition, page 74), the ARCA petition does not include specific measurable goals with respect to California Assessment of Student Performance and Progress (CAASPP) or a college entrance assessment for all students schoolwide or applicable student groups.
- The ARCA Charter Petition (page 40) indicates the school will be an "AP for all" school. However, the measurable student outcomes section does not include participation rate or exit outcome goals for students with respect to Advanced Placement (AP) exam scores, either schoolwide or by applicable student groups.
- While the petition articulates an annual measurable outcome that "95% of students who graduate from the charter school will have met the A-G courses requirement for UC/CSU entrance," (ARCA Charter Petition, page 88), the petition does not clearly and specifically identify graduation requirements or define the credit structure for the high school grades.

Based upon the above deficiencies, the petition does not contain a reasonably comprehensive description of the measurable pupil outcomes identified for use by the charter school.

3. Description of the method by which pupil progress in meeting those pupil outcomes is to be measured is not found to be reasonably comprehensive for the following reason:

- Despite currently operating a set of charter schools and stating that ARCA will be a replication of these schools, the petition does not identify a specific internal data management system to be used nor the specific staff responsible for analyzing and acting on data for this new proposed school. Rather, the petition notes, “The Principal and other administrators will analyze data on the Charter School's student achievement, attendance, and discipline using applicable tools, such as Illuminate, PowerSchool, and School-wide Information System (SWIS), and will use the data to make instructional and operational decisions for the Charter School” (ARCA Charter Petition, page 91).
- The petition does not include documentation listing the qualifications of the person(s) deciding what tools will be used to measure pupil progress.
- The petition does not include or outline the minimal required performance level(s) necessary students need to attain to meet each standard.

Based upon the above deficiency, the petition does not contain a reasonably comprehensive description of the measurement of the methods to assess pupil progress towards outcomes.

4. Description of the qualifications to be met by individuals to be employed in the school is not found to be reasonably comprehensive for the following reason:

- The petition includes a process for staff selection; however, the petition does not include methods or activities in which the proposed school would engage to find qualified staff in its target geography, nor does the petition include a substantive explanation with respect to the hiring and interview processes for all of its key roles and staff selection.
- While the petition includes a broad overview of expected teacher qualifications (ARCA Charter Petition, page 103), it does not include specific qualifications for high school teachers outlining the necessary knowledge, experience, education, and certification to implement the school's high school curriculum and educational model, including its “AP for all” focus.
- The petition states that paraprofessionals and non-certificated staff will comply with the Elementary and Secondary Education Act (ESEA), but not teaching staff. The organizational chart (Appendix N) outlines the structure of Rocklin Academy Family of Schools but does not identify positions needed within the proposed school, only indicating “faculty” reporting to the Principal. Salaries for teaching staff are not indicated in the petition; the petition is limited to overall expense for personnel in the included budget appendix, and it does not provide driving assumptions or calculations for this budget line item.

Based upon the above deficiency, the petition does not contain a reasonably comprehensive description of qualifications to be met by individuals to be employed in the school.

5. Description of the means by which the school will achieve a racial and ethnic balance among its pupils is not reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted:
  - A review of the petition finds that the practices and policies listed appear unlikely to ensure a balanced student population. The demographics charts indicate the target geography for ARCA has a significantly higher percentage of socioeconomically disadvantaged students and a higher percentage of Hispanic and African American student groups as compared to Rocklin Academy Family of School's current schools (ARCA Charter Petition, pages 13 – 15). The petition does not include substantive and specific means regarding how the school would achieve a racial/ethnic balance in a more diverse target geography.
  - The petition does not include substantive or specific information regarding how the school will provide bilingual education or other supplemental language instruction for students with limited English proficiency (LEP). The petition does not include specific communication strategies for outreach efforts, the admissions process, or ongoing school information to LEP parents and guardians.

Based upon the above deficiencies, the petition does not contain a reasonably comprehensive description of 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.

### **Conclusion:**

Based on the foregoing, the superintendent recommended that the Board of Education deny the American River Collegiate Academy Charter Petition due to the following:

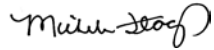
1. The ARCA Charter Petition presents an unsound education program for pupils to be enrolled in the charter school (Education Code section 47605(b)(1)).
2. It is demonstrably unlikely that the petitioners will successfully implement the program set forth in the petition.
3. The ARCA Charter Petition does not contain reasonably comprehensive descriptions of all the items required by Education Code section 47605(b)(5), including descriptions of the educational program, measurable pupil outcomes, measurement of pupil progress towards outcomes, qualifications to be met by individuals to be employed in the school, and a description of 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 is submitted.



Jillayne Antoon  
Director of Growth and Community Engagement  
Rocklin Academy of Schools  
November 20, 2019  
Page 7

On November 12, 2019 the Board Of Education took action to deny the ARCA charter petition. The minutes from that meeting will be approved by the Board at its next regularly scheduled meeting on December 10, 2019.

Sincerely,

A handwritten signature in cursive script, appearing to read "Michele Flagler".

Michele Flagler  
Director of Admissions and Family Services

Attachment: ARCA Charter Petition Budget Review

c: Kent Kern, Superintendent of Schools  
Melissa Bassanelli, Deputy Superintendent, Schools and Student Support  
Debra Calvin, Ed.D., Assistant Superintendent, Educational Services  
Linda C. T. Simlick, General Counsel

## San Juan Unified School District

## Charter Petition Budget Review

## ARCA Review

2019-20 Preliminary Budget

**\*ADA Projections are reasonable & Supportable?**

No

Grade Level	18-19 Proj ADA	20-21 Proj ADA	21-22 Proj ADA	22-23 Proj ADA
K-3	-	144.00	216.00	240.00
4-6		-	-	60.00
7-8		-	-	
9-12			-	
Total	-	144.00	216.00	300.00
Percentage Growth			50%	39%

\*ADA (Actual Daily Attendance)

**Revenue & Expenses are reasonable & supportable?**

No

Beginning Balance		\$ -	\$ (19,666)	\$ (44,873)
Revenue		\$ 1,285,906	\$ 1,985,108	\$ 2,797,611
Expenses		\$ 1,201,085	\$ 1,824,605	\$ 2,459,592
Net Increase/Decrease in Fund Balance		\$ 84,821	\$ 160,503	\$ 338,019
Restricted Funds Special Education		\$ (52,487)	\$ (78,730)	\$ (82,928)
Reserve for Economic Uncertainties greater of 5% or \$67k based on ADA		\$ (67,000)	\$ (91,980)	\$ (122,979)
Borrow/Repay		\$ 15,000	\$ (15,000)	\$ -
Projected EFB before other designations		\$ (19,666)	\$ (44,873)	\$ 87,239

**Revenue and expenses are supported by assumptions****Funding rates reflect current estimates**

LCFF state revenue is based on FCMAT Calculator. Calculator is not including in-lieu of property tax. Based on 18-19 SJUSD pass thru \$ per ADA, they would have addtl revenue of approx \$324k. Their revenue projections and cash flow submitted is showing in lieu of property tax as part of LCFF state aid. Lottery revenue and mandated cost block grant revenue is projected using School Services of CA(SSC) Governor's Proposed Budget Dashboard figures.

**Grant awards/Other funding verified**

ARCA is not projecting any grant awards

**Prior year adjustments included**

N/A

**One time funds identified-% of total revenue**

N/A

**Major expenditure changes from prior year**

Expenses are projected to increase due to increased staff. STRS & PERS are projected to increase according to the latest information released by School Services of California. Supplies and services expected to increase with enrollment. According to petition submitted, location of school has yet to be established, so the rent projected could increase.

**Budget adjusted to current ADA projections?**

Initial Projection for Enrollment/ADA seems unrealistic. ARCA is projecting 97% attendance rate. ARCA is projecting an ADA growth of 50%. They are basing this on Rocklin Academy's wait list and application data. In a comparison of three of SJUSD independent Charter schools, the highest growth for the 2nd year was 18%. No other SJUSD charter has had more than one year of a growth close to 20%.

**Actual expenditures/receipts reported in appropriate classification?**

Expenditures appear to be reported in the appropriate classification. In this review SJUSD included repay of loan in expense calculation for 20-21.

## Charter Petition Budget Review

## ARCA Review

2019-20 Preliminary Budget

**Beginning balance reported correctly**

*There is no beginning fund balance for 2019-20 as ARCA is a brand new Charter School.*

**Fund balance/reserve amounts and %**

*Charter is projecting a fund balance of approximately \$9k , however, with SJUSD calculation of EFB and required reserves of only 5%, ARCA restricted funds for Special Education of \$53K, EFB projection will not be enough for their stated reserves for Revenue(3%) and additional for the projected Reserve for Economic Uncertainties 20% of expenses(\$234k).*

**Actuals reported support cash flow information**

*Estimated Cash Flow information submitted with petition indicates a positive cash balance each month. ARCA is showing cash borrowing of approximately \$85k and repaying of <\$65k> in other months throughout YR 1. They are indicating a loan balance of \$15,000. Cashflow is showing revenue for in lieu of property, however, it is not included in their LCFF calculator nor do the LCFF and EPA amounts in their cash flow match what is projected in LCFF calculation.*

**Revenue receipts compared to known allocation schedules**

*No, Cash Flow does not match LCFF revenue amounts.*

**Is Cash balance positive each month?**

*Yes, cash balance is positive each month.*

**Charter has sufficient fund balance for deficit months**

*Estimated Cash flow information submitted with petition indicates a positive cash balance each month.*

**Conclusion:**

*It is recommended that the petition for American River Collegiate Academy not be approved. As outlined by the financial information submitted. There are a lot of unknown costs that may occur in regards to rent/leasing of location not yet determined and there are unknown Special Education costs. ARCA will be applying to the El Dorado County Charter SELPA. Also, ARCA's projected growth seems overly optimistic compared to previous SJUSD charter schools.*



# Tab 3

## **CERTIFICATION OF COMPLIANCE WITH APPLICABLE LAW**

### ***California Code of Regulations, Title 5, Section 11967(b)(3)***

A charter petition that has been previously denied by the governing board of a school district may be submitted to the county board of education or the State Board of Education. See Education Code Section 47605(j)(1). As per Education Code Section 47605(j)(5), the State Board of Education has adopted regulations implementing the provisions of Section 47605(j)(1). See Title 5, California Code of Regulations Section 11967 (5 CCR Section 11967).

5 CCR Section 11967 requires that a charter school petition that has been previously denied by a school district must be received by the County Board of Education not later than 180 calendar days after the denial. 5 CCR Section 11967(a). In addition, subdivision (b)(3) of Section 11967 requires the charter petitioner to provide a "signed certification stating that petitioner(s) will comply with all applicable law" when submitting the denied petition to the County Board of Education.


The following certification is submitted in compliance with 5 CCR Section 11967(b)(3).

### **Certification**

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of 5 CCR Section 11967(b)(3) only; and
4. That the charter petitioner(s) and the charter petition are in compliance with applicable law.

Name: Robin Stout, Executive Director/Superintendent

Signature: 

Date: December 4, 2019

School Name: **American River Collegiate Academy**

# Tab 4





# ROCKLIN ACADEMY

## FAMILY OF SCHOOLS

December 4, 2019

Via: Hand Delivery

David W. Gordon, County Superintendent of Schools  
Sacramento County Office of Education  
P.O. Box 269003  
Sacramento, CA 95826

**Re: American River Collegiate Academy Appeal to the Sacramento County Board of Education**

Dear Superintendent Gordon:

The American River Collegiate Academy (the "Charter School") charter petition was submitted to the San Juan Unified School District (the "District") on August 27, 2019. The District Board voted to deny the petition on November 12, 2019.

The Charter School respectfully submits its charter petition to the Sacramento County Board of Education (the "County"). We have listed below the relevant and appropriate changes to the charter petition, which are necessary to reflect approval by the County:

### 1. Chartering Authority

*Any text referring to the San Juan Unified School District, SJUSD, or the District as the chartering authority would be revised to read "Sacramento County Board of Education," "Sacramento County Office of Education," "SBOE," "SCOE," or the "County."*

### 2. Special Education

*The Charter School shall operate as its own local educational agency ("LEA") for purposes of special education, as described in the charter on pages 66 – 70, and will not operate as a public school of the authorizer. A letter confirming application for admission to the El Dorado Charter SELPA is included under Binder Tab 8.*

### 3. Technical Amendments

*The Charter School agrees to carefully consider any County-requested revisions to its charter petition, in line with County Board policy.*

We will make every effort to submit any supplemental documentation that the County may request in a timely manner.

We look forward to working with the County Board and the Sacramento County Office of Education during consideration of the charter petition. Please feel free to contact Jillayne Antoon (jantoon@rocklinacademy.org; (916) 778-4544.) if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Robin Stout". The signature is fluid and cursive, with the first name "Robin" and last name "Stout" clearly distinguishable.

Robin Stout, Executive Director/Superintendent  
Rocklin Academy Family of Schools

# Tab 5



### Specific SCBOE Charter Petition Requirements

Pursuant to Sacramento County Board of Education ARR 2400 II (C), we, the Rocklin Academy, hereby include the following.

1. The name, address, and telephone number of the lead charter school petitioner(s) and a statement or letter signed by each of them, formally applying to the Board for the approval of a charter petition. For a charter appeal, if the proposed charter school includes one or more grade levels not served by the district to which the charter was initially submitted, it must also propose to serve all of the grade levels which are served by the district.

#### **Lead Petitioner**

Robin Stout, Executive Director/Superintendent  
Rocklin Academy Family of Schools  
2204 Plaza Dr. Suite 200  
Rocklin, CA 95765  
(916) 778-4544

A signed letter formally applying to the Board for the approval of the charter petition is included as the Cover Letter to this packet.

2. A copy of the charter school petition must be attached to the form and signatures provided by either:

a. A number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. Parents/guardians signing the petition must have one or more children who are age appropriate for the proposed charter school and must state the number of such children on the petition. The petition must include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his/her child, or ward, attend the charter school; or EC 47605(a)(1)(A), 47605(a)(3), 47605.6(a)(1)(A), and 47605.6(a)(4).

b. A number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. The petition must include a prominent statement that a signature on the petition means that the teacher is meaningfully interested in teaching at the charter school. (EC 47605(a)(1)(B) and 47605.6(a)(1)(B))

In the case of a petition for the establishment of a charter school through the conversion of an existing public school, the petition must be signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted. (EC 47605(a)(2))

A complete copy of the charter petition including the signatures required is included in this packet under Binder Tab 1.

3. A thorough description of the education, work experience, credential, degrees and certifications of the individuals comprising, or proposed to comprise, the administration of the proposed charter school, including the directors, administrators, and managers.

The required descriptions are included in this packet under Binder Tab 8.

4. Opening a charter school does not require the use of consultants. However, if the Petitioners intend to use consultants, the petition should include a list of consultants whom the charter school has engaged, or proposes to engage, for the purpose of developing, operating and evaluating the charter school, together with a thorough description of the qualifications of such consultants.

**Law Offices of Young, Minney & Corr, LLP**

YM&C is California's most experienced, knowledgeable, and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YMC represents more than half of the charter schools in the state, offering expertise in every facet of charter school creation, expansion, and operation.

5. The bylaws, articles of incorporation and other management documents, as applicable, governing, or proposed to govern the charter school. The information in this section should specify that the charter school will be subject to the Brown Act, the Public Records Act and, if applicable, the charter school's Conflict of Interest provisions.

The bylaws, articles of incorporation and other management documents are included as Appendix A of the charter petition which is included in this packet under Binder Tab 1. As also assured on page 6 of the charter petition, these documents specify that the charter school will be subject to the Brown Act, the Public Records Act

6. An affirmation that meets the requirements of EC 47605(d) or 47605.6(e).

The required affirmations are included on pages 4 – 6 of the charter petition which is included in this packet under Binder Tab 1.

7. If available, the address and a description of the charter school facility or facilities, together with such documentation sufficient to provide reasonable evidence that the charter school facility is safe, habitable, well-suited for educational purposes, and that the applicant has secured or has reasonable assurance of securing the facility for use by the charter school. If a specific facility has not yet been secured, at a minimum, petitioners must provide a description of the type of facility the school needs, the number of rooms and amount of space (by square foot) needed, the estimated cost of rent and tenant improvements, and a list of potential facilities under consideration.

The Charter School is in negotiations with Temple Or Rishon to lease facilities located at 7755 Hazel Avenue in Orangevale for a temporary location. A letter documenting this negotiation is included in this packet under Binder Tab 9, along with the long term facilities plan for the Charter School including a letter from the City Manager of Citrus Heights and a biography of the real estate agent working with ARCA.

8. A detailed, complete, and fully annotated operational budget with estimates of charter school revenues and expenditures including startup costs, cash-flows, and reserve positions, for the first three years of operation.

The budget, as originally submitted, is included as Appendix M of the charter petition which is included in this packet under Binder Tab 1.

9. Petitions must, at a minimum, specify that prior to enrollment the parent/guardian of each pupil applying to enroll in the charter school shall be informed that the pupil receives no right to admission into a particular school of any local education agency or program of any local education agency by enrolling in the charter school.



The required provision included on pages 135 of the charter petition which is included in this packet under Binder Tab 1.

10. The petitioners must provide information regarding the potential civil liability effects, if any, upon the school, any school district where the charter school may operate, SCOE, and the Board.

The required provision is included on pages 143-144 of the charter petition which is included in this packet under Binder Tab 1.

11. The petition must also demonstrate that the charter school shall meet all applicable requirements of the federal Elementary and Secondary Education Act or its successors.

The required demonstration is explicitly referenced on page 6 and is incorporated throughout the charter petition which is included in this packet under Binder Tab 1.

12. Reasonably comprehensive descriptions of the items listed in EC 47605(b)(5)(A)-(P) and 47605.6(b)(5)(A)-(Q) or any subsequently implemented provisions of the Charter Schools Act of 1992.

A “reasonably comprehensive” description, within the meaning of

EC 47605(b)(5) and 47605.6(b)(5) shall include, but not be limited to, information that:

- a. Is substantive and is not, for example, a listing of topics with little elaboration.
- b. For elements that have multiple aspects, addresses essentially all aspects of the elements, not just selected aspects.
- c. Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.
- d. Describes, as applicable among the different elements, how the charter school will:
  - i. Improve pupil learning.
  - ii. Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.
  - iii. Provide parents, guardians, and pupils with expanded educational opportunities.
  - iv. Hold itself accountable for measurable, performance-based pupil outcomes.
  - v. Provide vigorous competition with other public school options available to parents, guardians, and students.

The required descriptions are incorporated throughout the charter petition which is included in this packet under Binder Tab 1. Please note, the information required by former Education Code Section 47605(b)(5)(O), is now included as a declaration on page 4 of the charter petition pursuant to Education Code Section 47605(b)(6).

# Tab 6



Response to Findings  
November 8, 2019

Finding:	Response:
<p><b>Finding 1:</b> Many responses throughout the petition reference currently operating charter schools in the Rocklin Academy Family of Schools (RAFOS); however, the petition does not provide an analysis of how these schools are similar or different from this proposed K-12 school, nor how San Juan Unified School District (“District”) is similar or different from those districts in which RAFOS operates. For example, the petition includes data for student demographics and student achievement throughout; however, the petition does not include analyses of this data nor a link to the raw data in order to frame a persuasive argument as to why opening this proposed school would benefit students and families in the San Juan Unified School District. Furthermore, the data provided is from the 2017-2018 year only; 2018-2019 school year data is not included in the petition.</p>	<p><b>Response to Finding 1</b></p> <p>American River Collegiate Academy is designed to be a replication of the currently operating charter schools under the Rocklin Academy Family of Schools. By very definition, ARCA will be designed to be the same academic program offered in current RAFOS schools, which includes data-driven individualization of instruction as described in the petition on page 26, 49-50, and throughout the instructional strategies sections of the petition which refer to the school’s work as a Professional Learning Community to address the specific needs of the community of students served by ARCA.</p> <p>2017-2018 data was included in the petition, which was submitted in August, 2019, because the 2018-2019 data was not released until October, 2019. It simply was not yet available to use in the petition. Since then, however, we have provided you 2019 data, including the data from specific student groups, in comparison to the schools in Citrus Heights, which is attached (see <b>Item A</b>). As you have seen, our students in each subgroup significantly outperform the schools in the area in which we seek to locate.</p> <p>The petition describes the Core Knowledge curriculum as the foundation of American River Collegiate Academy’s academic program. The District schools referenced do not offer a Core Knowledge academic program. Additionally, the academic data shows the student outcomes in a Core Knowledge program, which greatly exceed the outcomes of the traditional public schools in Citrus Heights. This school will benefit students and families in the San Juan Unified School District because it will offer a high-quality public school choice and offer Core Knowledge</p>

	curriculum, which does not currently exist in the area.																																								
<p><b>Finding 2, item #1</b></p> <p>The petition does not include a detailed staffing plan or a salary schedule and, as a result, there is no exact information related to salaries and benefits (ARCA Charter Petition, Appendix M).</p>	<p><b>Response to Finding 2, Item #1</b></p> <p>The Budget guidelines are included as part of the budget and associated narrative. Within Appendix M, section 4 (Expenditures) the rationale for both the vacancy assumption and associated benefits are included. Additionally a separate Excel file was sent to District staff, and is attached here (see <b>Item B</b>), which included the working documents used to provide the budgetary information. This document included the Certificated, Classified assumed staffing numbers, rates, benefits, etc. Additionally, these preliminary ratios follow our current staffing levels. Our current teacher salary scale is listed on our website and it, and all compensation information, is attached as <b>Item C</b>.</p>																																								
<p><b>Finding 2, item #2</b></p> <p>The petition does not include a startup budget or related expenses, nor does it include a detailed facility plan which ties to the expenses noted in the “rent” and/or “capital outlay” sections. More than 24% of the budgeted expenses are “reserved” (ARCA Charter Petition, page 276 of the appendices, #6 RESERVE), making nearly a quarter of the annual budget unaccounted for by conservative forecasting.</p> <p>Excerpt from pdf page 7:</p> <table><tr><td colspan="4">*ADA (Actual Daily Attendance)</td></tr><tr><td colspan="4">Revenue &amp; Expenses are reasonable &amp; supportable? <span>No</span></td></tr><tr><td>Beginning Balance</td><td>\$ -</td><td>\$ (19,666)</td><td>\$ (44,873)</td></tr><tr><td>Revenue</td><td>\$ 1,285,906</td><td>\$ 1,985,108</td><td>\$ 2,797,611</td></tr><tr><td>Expenses</td><td>\$ 1,201,085</td><td>\$ 1,824,605</td><td>\$ 2,459,592</td></tr><tr><td>Net Increase/Decrease in Fund Balance</td><td>\$ 84,821</td><td>\$ 160,503</td><td>\$ 338,019</td></tr><tr><td>Restricted Funds Special Education Reserve for Economic Uncertainties greater of 5% or 56% based on ADA</td><td>\$ (52,487)</td><td>\$ (78,730)</td><td>\$ (82,928)</td></tr><tr><td></td><td>\$ (67,000)</td><td>\$ (91,980)</td><td>\$ (122,979)</td></tr><tr><td>Borrow/Repay</td><td>\$ 15,000</td><td>\$ (15,000)</td><td>\$ -</td></tr><tr><td>Projected EFB before other designations</td><td>\$ (19,666)</td><td>\$ (44,873)</td><td>\$ 87,239</td></tr></table>	*ADA (Actual Daily Attendance)				Revenue & Expenses are reasonable & supportable? <span>No</span>				Beginning Balance	\$ -	\$ (19,666)	\$ (44,873)	Revenue	\$ 1,285,906	\$ 1,985,108	\$ 2,797,611	Expenses	\$ 1,201,085	\$ 1,824,605	\$ 2,459,592	Net Increase/Decrease in Fund Balance	\$ 84,821	\$ 160,503	\$ 338,019	Restricted Funds Special Education Reserve for Economic Uncertainties greater of 5% or 56% based on ADA	\$ (52,487)	\$ (78,730)	\$ (82,928)		\$ (67,000)	\$ (91,980)	\$ (122,979)	Borrow/Repay	\$ 15,000	\$ (15,000)	\$ -	Projected EFB before other designations	\$ (19,666)	\$ (44,873)	\$ 87,239	<p><b>Response to Finding 2, Item #2</b></p> <p>Within the initial year, there is a projected ending fund balance of \$9K. This is the amount that is available to be a reserve, which represents less than 1% of expenses. However, the preliminary budget includes two budgeted expenses (Special Education \$52K and Revenue \$39K). These two budget lines are to account for items that are unknown in the current year, so functionally they will operate similar to a reserve. The budget for ARCA includes our Organization-wide guideline of a 20% Reserve (\$234K in year 1) and then shows a deficit (\$225K in year 1) to unrestricted fund balance account, the net of which (\$234K - \$225K) is the \$9K. This means we need to contribute more funds over time to fund balance to ensure financial stability, which will be done over time. In the meantime, RAFOS will use its reserves to support ARCA if necessary.</p>
*ADA (Actual Daily Attendance)																																									
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<p>Excerpt from pdf page 8:</p>																																									

Charter is projecting a fund balance of approximately \$9K, however, with SJUSD calculation of EFB and required reserves of only 5%, ARCA restricted funds for Special Education of \$53K, EFB projection will not be enough for their stated reserves for Revenue (3%) and additional for the projected Reserve for Economic Uncertainties 20% of expenses (\$234k).

The 5% referenced requirement is a requirement for school districts as part of the SACS Criterion and Standards. Charter Schools do not currently have such requirements. However, if necessary, our organization's current reserve has enough funds to cover 100% of the expenses for ARCA in year 1. As part of the budget development for 2019-20, our Organization-Wide fund balance was projected to be \$7.3M of which \$1.4M is unrestricted.

In regards to the facility plan, we have projected conservatively. Initial rates in our research have been approximately \$8K per month or \$96K per year. Budgeted expenses were \$128K in year one, which falls within the preliminary estimate.

The capital outlay amount was budgeted at \$5,000 per classroom, which is consistent with our previous classrooms and will be sufficient to meet preliminary opening.

## Finding 2, item #3

Initial projection for enrollment/ADA seems unrealistic. ARCA is projecting a 97% attendance rate and is projecting an ADA growth of 50%. This is based on Rocklin Academy's waitlist and application data, which has not been identified or provided in the petition. In comparison to three (3) of the District's independent charter schools, the highest growth for second year enrollment was 18%. No other District charter school has had more than one year's growth close to 20%.

Excerpt from pdf page 7:

10.4.19

San Juan Unified School District Charter Petition Budget Review				
ARCA Review		2019-20 Preliminary Budget		
*ADA Projections are reasonable & Supportable?				
Grade Level	18-19 Proj ADA	20-21 Proj ADA	21-22 Proj ADA	22-23 Proj ADA
K-3	-	144.00	218.00	240.00
4-6	-	-	-	60.00
7-8	-	-	-	-
9-12	-	-	-	-
Total	-	144.00	218.00	300.00
Percentage Growth			50%	39%

\*ADA (Actual Daily Attendance)

## Response to Finding 2, Item #3 and associated table

In response to the 97% attendance rate, our current elementary schools' attendance rates are over 98%. We do expect to have an ADA of 97%, however our budgets were built using 95% (pages 274 and 278 of the charter petition).

In response to the ADA growth percentage, the Table you reference above is related to Enrollment and not to an ADA projection. If you look at percentage alone you may conclude that is aggressive, but by looking further into the data you would see that the "growth" is due to the small size and scope of the initial year and rolling



those same students forward.

Enrollment for the 2020/21 – 2023/24 school years are anticipated as follows:

	2020/21	2021/22	2022/23
Kinder	48	72	72
First	48	48	72
Second	48	48	48
Third		48	48
Fourth			60
Total	144	216	300

As you can see the 50% growth is simply the existing students moving forward from Grade 2 in 2020 to Grade 3 in 2021, and adding one additional kindergarten classroom. New enrollment is truly just the one additional classroom of Kindergarten students in the subsequent year. Our ideal model is 3 classes per grade level. This is both for academic as well as fiscal stability. Based on our past history, our largest application pool is in Kindergarten, and delaying the opening of a third Kindergarten classroom to year 2 is a conservative measure and is reasonable based on our past history. In 2019, at our existing schools, we had approximately 500 Kindergarten applications for 168 openings, with very little marketing or outreach efforts. Here we do intend to do marketing efforts as noted in our petition. As a result, we feel very confident that our superior academic performance and marketing of those results will easily allow us to attract one more kindergarten class.

Similarly, the 39% growth you referenced for the 2022/23 school years is the students just rolling forward (now at three classes in grades K and 1) and the addition of 12 students, which reflects our student ratios moving from 24:1 to 30:1 in fourth grade. There is no “growth” of additional classes other than rolling forward the existing students.

Finding 2, Item #4: Facility: The petition does not include specific information concerning a facility plan, such as whether a District facility is desired

#### **Response to Finding 2, Item #4**

We approached the District about potential facilities sharing, as we currently have a shared

<p>or identified, or whether the site for the school will be a private facility, and if so, has such a site been identified or selected. It states only that it is “seeking to secure a private facility for the first year of operation but reserves the right to request a Proposition 39 facility from the District.” (ARCA Charter Petition, pp. 142 and 143.) While the budget model includes expenses for rent and a description of space allocation needed/desired, the petition does not include a lease or concrete evidence that the facility would be located in an area properly zoned for operation of a school.</p>	<p>facility with one of our current authorizers. The District was not interested in providing a location within the boundaries of Citrus Heights, the area in which we are seeking to locate. Because that was not a viable option at this time, we now are in final negotiations for a short-term facility, at 7755 Hazel Ave. This short-term facility is zoned properly for operation of a school, and the lease agreement will be less than the amount indicated in the initial budget projections. It can provide facilities for the school for 2-3 years while we develop our long term facility plan, which may require construction or tenant improvements. Our long-term plan will place the school in Citrus Heights.</p>
<p><b>Finding 2, Item #5: Potential Civil Liability Effects:</b> The petition does not include evidence of secured insurance for this newly-proposed school. The Special Education Local Plan Area (SELPA) agreement for currently operating Rocklin Academy affiliated schools, included in Appendix J, has very specific insurance requirements of the vendor. However, no limit amounts or specific level of coverage for the proposed school are included. Additionally, the master services agreement/SELPA agreement does not include coverage for the proposed school (ARCA Charter Petition, Appendix J, page 209).</p>	<p><b>Response to Finding 2, Item #5</b></p> <p>Rocklin Academy affiliated schools have an agreement with the El Dorado County Charter SELPA. The SELPA is aware of the proposed new school, and provided the letter as an assurance that ARCA will be accepted into the SELPA. The Master Services Agreement is for the 2019-2020, and is included as an example of the processes in place currently. In 2020, when it is in existence, ARCA will be included in the agreement and the new school will be required to follow the same requirements.</p> <p>Regarding the insurance requirements, these are included within the Master Agreement and are insurance requirements for the NPA (Non-Public Agency)/NPS (Non-Public School).</p> <p>As an Organization, we do maintain our own insurance coverage for our nonprofit, which also covers all of our schools, through the CharterSAFE JPA. We have had a consistent relationship with CharterSAFE JPA since 2012. Provided with our coverage is complimentary access to SafeSchools training modules for required staff training modules. As we have done in the past, upon approval of ARCA, the proper paperwork will be completed to add ARCA to our policy. Coverage</p>

	<p>details are included as an attachment of our Evidence of Coverage for the current year (see <a href="#">Item D</a>).</p>
<p><b>Finding 3, Item #1a.</b> The petition includes descriptions of the basic learning environment for students and teachers through a listing of approaches/strategies used and referencing what occurs at the charter schools it currently oversees and operates. However, the petition does not contain specific details or examples of the proposed charter school's basic learning environment.</p>	<p><b>Response to Finding 3, Item #1a</b></p> <p>This is not required to meet the reasonably comprehensive description standard. However, additional information is provided below. On page 18-20, the petition outlines an overview of ARCA's beliefs and plans for the learning environment in the section How Learning Best Occurs. Additional descriptions for each of those sections are included here:</p> <ul style="list-style-type: none"> <li> <p><b>When there is a School-Wide Expectation of High Achievement:</b> Our belief is that ALL students can learn at high levels, and that it is the school's responsibility to ensure they do. This is why we use the Core Knowledge curriculum, which is designed to address the knowledge gap which exists in schools today. It provides equity to all students by teaching engaging, rich, deep content in history, science, literature, music, art, poetry, geography, and more. All students are given access to this rich curriculum, which goes above and beyond the state standards (see attached).</p> <p>In high school, the school-wide expectation of high achievement is evidenced by our AP for All educational program. We do not believe that some kids are "AP material" and some kids are not. We believe that all kids, in the right environment--with high expectations coupled with systematic and structured supports in a nurturing environment--can meet those rigorous standards. In middle school and high school, students have an additional period as part of their school day, called Extended Learning Time (ELT). During this time of day, teachers are able to adaptively schedule students to attend intervention sessions, where they receive additional instruction or instruction on</p> </li> </ul>



prerequisite skills to be able to access the content or skills being taught in their core class. Students who are not scheduled to be in an intervention session can elect to receive additional support in any of their classes by signing up for a workshop, to ask questions of their teachers, receive additional support or practice, or join a small group targeting their individual needs. If students do not feel they need additional support and were not scheduled for an intervention session, they can choose an enrichment course to extend their learning. Teachers offer short-term enrichment courses, such as photography, yoga, and jazz band which helps to offer additional learning opportunities for students.

- **When Teachers are Highly Motivated:** Our rigorous and thorough hiring process serves two purposes. Of course, it is for school administration and teachers to get to know candidates. Additionally, the process is to help teacher candidates get to know our school, as well. Teacher candidates spend several hours with school staff over the course of their interview process. They start their time with current teachers at the schools, learning about Core Knowledge, our Professional Learning Community practices, and our culture of “All Means All.” They are able to converse with current teachers, ask questions, and understand the program the school offers. After two rounds of interviews with different teachers and administrators, teacher candidates engage in a data/collaboration protocol. They are given actual student data (confidentiality protected), and are given some time to analyze the data individually. Then, in groups of 3-5 candidates, they are set up to pretend they are a grade level team, analyzing recent assessment data. They are prompted to talk about what the data says, and to talk about next steps for their students. They are observed by current teachers and administrators, and end up developing a plan

for “their” grade level students. Through this process, teacher candidates understand who we are as a school and organization, and we really get to know each individual candidate as an educator.

After the interview and collaboration process, candidates are invited to teach lessons in our classrooms, observed by teachers in the grade level(s) for which they are being considered and administrators. A reflection conversation after the lessons allows for another opportunity to talk with teachers about their practice, about their own learning, and to better get to know each other.

Because of this rigorous process, by the time we make offers to teachers, both the candidate and the school know each other in a deep way, and the relationship has already been established. When hired, our teacher onboarding process adds an additional three days of training with mentor teachers, instructional coaches, and administration to ensure a smooth beginning. Ongoing support of teachers happens throughout the year.

Because teachers are valued for the experts they are by being problem solvers and decision makers in areas of curriculum, assessment, and even school operations, teachers are “bought in” and motivated to implement the educational program, and to ensure all students are successful. The culture of collaboration and support permeates the campus, and it truly is a team effort across the school to ensure student success.

- **In a Culture of Caring:** One of our philosophies is that all our students are ALL our students. It is not a culture of “my students” and “your students” but rather, they are all our students. Teachers share students across classrooms, and students are known on campus. By implementing Positive Behavior Supports and Interventions, with

common expectations and vocabulary, the school culture is positive, caring, and nurturing. Social Emotional Learning (SEL) has been a focus over the past few years, and students enjoy the SEL curriculum, and the focus on having a growth mindset. Parents are welcome on campus, and are encouraged to be involved in their children's education however works best for them. They are supported at home with resources and tools to support their child at home. Parent University, offered both at the elementary level and middle/high school level, is another opportunity parents have to learn more about educational programs, supports around mental health and social-emotional wellbeing, and to receive support in accessing resources for their family or children.

- **When the Curriculum is Individualized:** In the charter petition, a description of our Collaborative Inquiry process can be found on page 26, and a description of our Enrichment Block on page 19, and referenced throughout the petition. Teachers use relevant data, including student work samples, recent common assessments, NWEA MAP assessment data, or CAASPP data to set goals and individualize instruction for students. Specific data, based on individual standard, is sent home to parents on a regular basis, with ideas for additional practice or resources for support. Students, even in first and second grade, engage in goal-setting meetings with their teachers to understand their individual strengths and to identify next steps for their learning.
- **When Students Have Extra Time to Practice:** The petition describes Enrichment Block at length, as additional time built into the school day for each student to work on their own individual areas of intervention and extension. In addition to this time, ARCA will implement mastery-based practices. Teachers are given time once a month on a Professional Learning day, to analyze data and to set Specific, Measurable, Attainable,



	<p>Reasonable, and Time-Bound (SMART) goals for their grade level of students on a specific learning target identified as an area of greatest common need. The goal always starts with “100% of students will...” because of our belief that all students can achieve at high levels. Teachers identify specific strategies to meet the needs of students who have already mastered the standard and would benefit from extending their learning, for students who would benefit from additional instruction and practice, and for students who require intensive intervention or instruction in prerequisite skills to be able to master the standard of skill. At the end of the 4-week goal cycle, teachers reassess students on the learning target. If students are not yet proficient on the skill, teachers do not simply move on to the next goal or skill. Rather, they identify their next steps to continue reteaching that learning target until all students reach the goal. Students have all year to master the essential standards identified for their grade level, and content and skills are revisited and retaught until students have mastery.</p> <ul style="list-style-type: none"> <li>● <b>In a Well Run School:</b> ARCA’s learning environment will be safe, run by an experienced leader, with experienced staff. Rocklin Academy Family of Schools has been operating excellent schools for 18 years, and will continue to implement best practices to ensure ARCA is orderly, well-planned, and well-run.</li> </ul>
<p><b>Finding 3, Item #1b.</b> The petition does not include an overall reasonably comprehensive description of the educational program. Specifically, the petition includes a description of the education program that consists of a listing of commercial curricular resources, instructional strategies, and assessment tools, without clear, comprehensive, and integrated plans for the new school that will</p>	<p><b>Response to Finding 3, Item #1b</b></p> <p>Core Knowledge is the clear, comprehensive, sequenced instructional foundation the school will use. As stated on their website, the Core Knowledge Foundation’s mission is “to advance excellence and equity in education for all children.” The Core Knowledge sequence is a curriculum intended to create literate citizens</p>

<p>support the student population it proposes to serve.</p>	<p>who are able to be critical thinking members of society. It is designed to “shrink the fairness gap between the academic achievement of American students living in poverty and that of their economically advantaged peers” as stated at <a href="http://www.coreknowledge.org">www.coreknowledge.org</a>. Looking at the demographic data of the City of Citrus Heights and the surrounding areas, there is a high number of students who are socio-economically disadvantaged. Core Knowledge, at its very foundation, is meant to provide equitable education for disadvantaged students, taking out any assumption of what a child might learn from attending museums, events, musical and theatrical performances, or from discussions at home. Rather, the content and knowledge needed to understand the world and all of its complexities are explicitly taught to students, by their teacher in their classroom. Multiple research studies have been conducted on the effectiveness of a Core Knowledge educational program in raising academic performance and closing the achievement gap. You can find those <a href="#">here</a>. Two of the many studies have been attached, as <b>Items E and F</b>.</p> <p>Please also see the description of the essential standards work in response to finding 3, Item #3c.</p>
<p><b>Finding 3, Item #1c.</b> The petition states that the school intends to “. . . serve diverse Citrus Heights area families who place a high value on education and learning,” and “Our students will come from families who want to participate as full partners in the education of their children. . .” (ARCA Charter Petition, page 10). A review of the petition demonstrates that while demographic comparison charts of the petitioners’ existing schools and proposed new geography are included, along with a statement that “American River Collegiate Academy will strive to mirror the demographic data of the District” (ARCA Charter Petition, page 13), it is unclear from the petition how ARCA will accomplish and sustain enrolling a diverse student</p>	<p><b>Response to Finding 3, Item #1c</b></p> <p>The charter petition has included enough detail to meet the reasonably comprehensive description standard. However, we do have a very detailed recruitment plan we are implementing to recruit students, in particular, socioeconomically disadvantaged students, EL students, and Special Education students, as outlined below:</p> <ul style="list-style-type: none"> <li>● We have engaged a marketing firm who has done extensive work in the region, including Citrus Heights.</li> <li>● We have been working with an organizer, who specializes in connecting low-income communities to needed resources, and in connecting non-profit agencies and other agencies with low-income communities.</li> </ul>

<p>body that is reflective of the District as stated in the application.</p>	<ul style="list-style-type: none"> <li>• We have been attending community events in Citrus Heights where families go, including events at Rusch Park in Citrus Heights and doing one-on-one outreach with families.</li> <li>• We sent thousands of postcards in the mail to all households with children aged 4-10 in the zip codes in and nearby Citrus Heights.</li> <li>• We have held information events for families in a variety of locations in the community, including: <ul style="list-style-type: none"> <li>○ Single Mom Strong's Empowerment Center</li> <li>○ Sylvan Oaks Library</li> <li>○ Steve Cook's Fireside Lanes</li> </ul> </li> <li>• We have connected with all of the local preschools.</li> <li>• We are printing materials in English, Spanish, and Russian.</li> <li>• We have met with several neighborhood associations, and are continuing that outreach.</li> <li>• Once our long-term facility is finalized, we will target that area in our recruitment efforts, to best reflect the demographics of the neighborhood school.</li> </ul>
<p><b>Finding 3, Item #1d.</b> Instructional strategies for special education, limited English proficient students, and other special populations noted in the petition are not reasonably comprehensive. While the petition provides a general overview of instructional techniques the school intends to utilize (ARCA Charter Petition, pages 22-25) and an overview of additional plans to serve special populations (ARCA Charter Petition, pages 49-60), the petition is not substantive to determine how the curriculum will be successfully adapted to serve these special populations, how the daily schedule and time blocks beyond the mention of enrichment blocks will be utilized to serve these special populations effectively, and how instructional staffing with a 24:1 student/teacher intended ratio in K-3 and 30:1 ratio in grades 4-12</p>	<p><b>Response to Finding 3, Item #1d</b></p> <p>We are happy to provide additional information about this, as we have strong supports in place which will be replicated at ARCA, and enhanced to meet the needs of the students enrolled there. If a teacher sees through summative, formative, and observational data that a student is struggling in any area - academic, behavioral or social- the classroom teacher utilizes the entire Tier 2 team to assist the student. Starting with consultation of their grade level teams, teachers begin by offering Tier 2 services in the classroom. This may look like small group instruction, front-loading of content, use of manipulatives, supplemental vocabulary support, leveled phonics/books, extended time, multiple options for demonstrating knowledge (verbal, written, or</p>



(ARCA Charter Petition, page 18) will effectively meet the needs of these special populations.

otherwise), multiple opportunities to demonstrate proficiency, and individualized behavior/incentive plans. All this is done in conjunction with parent conversations so that teachers can know more about the whole child, as well as communicate with parents on the challenges they are seeing the student face.

When these strategies prove unsuccessful and/or the teacher is not able to transition the student out of the supports, they will grow the team by reaching out to other Tier 2 members such as the enrichment support teachers (intervention teachers) and administration, and depending on the issues, possibly consult with the Speech/Language Pathologist, education psychologist, occupational therapist, ELD specialist, school nurse, and/or counselor, or assess for special education when appropriate. An SST will be requested, and all parties who may be able to provide insight or suggestions are invited to come. At the SST, a goal is created for 4-6 weeks, and strategies are captured to specifically target that goal. By picking a specific and reasonable goal for an area that a child struggles with, the team is able to attempt interventions that are focused on that targeted learning goal. Depending on the deficit, they may also increase their time, intensity and frequency with the interventions by attending a group or one-on-one with the enrichment support teachers.

During these times, enrichment support may use any of the following curriculum, if it is applicable: Read Naturally, Fountas and Pinnell Leveled Literacy Intervention, Intensive Phonological Awareness Program, SIPPS, Zoo Phonics, Handwriting Without Tears, Focused Mathematics Intervention Program, or Touch Math. They may also work with students by using an Orton-Gillingham approach to phonics instruction, concrete materials for math concepts, scaffolded lessons for ELD students, front-loading of upcoming lessons with vocabulary instruction, or review of standards from previous grade levels.

	<p>After 4-6 weeks, the team will reunite and review the progress to the goal. If the goal has been met, but the student is still not proficient in any areas in the classroom, an additional goal will be set and the process will continue. If the student did not meet their goal, the strategies utilized will be reviewed and refined, the time, intensity, and frequency of the support will be increased, and a new goal date will be determined.</p> <p>If the student continues to struggle and not respond to interventions put into place, the team will be expanded to include any appropriate staff members that were not already in the meetings. If it is felt by the team that the child is not making typical growth, that appropriate strategies were put into place, and that the time, intensity and frequency of the interventions are not affecting the child's progress, then the team will make the suggestion to grow our understanding of the student by completing a series of appropriate assessments, according to the student's areas of need. Of course, when assessment for special education is appropriate prior to this process, our team moves forward with assessment.</p> <p>Class sizes of 24:1 in K-3, and 30:1 in 4-6, are similar, if not lower than the maximum class size in schools in the District: 27:1-TK-3, 29:1 in 4-5, 34:1 in 6th, and 36:1 in 7-12.</p>
<p><b>Finding 3, Item #1e.</b> The petition does not include a reasonably comprehensive description of the list and qualifications of persons who have developed or who will develop the curricula across all grades and subjects and how the curricula will be aligned to the students' performance standards and the school's assessments over time.</p>	<p><b>Response to Finding 3, Item #1e</b></p> <p>This level of detail is not required to be reasonably comprehensive description of the elements. However, the development of curriculum across all grades and subjects, and how the curriculum is aligned to the students' performance standards and assessments, is work done by our highly qualified teachers, led by an Instructional Coach, under the direction of the Executive Director/Superintendent and Principal team, whose qualifications are below. Please see our response to Finding 3, Item #3c, for a description of the alignment work that has been completed over the years, and the ongoing</p>

reevaluation of the work. Curricula is selected through a thorough process, and is selected to align to the essential standards work described there. For English/Language Arts, Math, and Science, to continue alignment of Core Knowledge and the Next Generation Science Standards, a teacher from each grade level works on an Articulation Team for that subject.

**Robin Stout, Superintendent/Executive Director:**

- 20 years in education (previous experience in Natomas Unified School District)
- Bachelor's Degree in Liberal Studies from CSU, Sacramento
- Teaching Credential from CSU, Sacramento
- MS in Education from CSU, Sacramento
- Administrative Services Credential

Robin was Rocklin Academy's first Kindergarten teacher, and has led the organization in implementing innovation over the course of her career at Rocklin Academy, including leading the school to receive the inaugural Shirley Hord Learning Team Award from Learning Forward, implementing Professional Learning Communities, including receiving the first recognition of being a Model PLC from Solution Tree. She has attended ACSA Superintendent's Academy, and ACSA's Special Education Academy, and is currently completing her Doctorate degree.

**Chelsea Bowler-Shelton, Principal, Western Sierra Collegiate Academy:**

- 18 years in education
- Bachelor's Degree in English from CSU, Sacramento
- Teaching Credential from CSU, Sacramento
- MS in Administrative Leadership from CSU, Sacramento
- Administrative Services Credential

Chelsea was previously an English Teacher and then Principal at Valley High School in Elk Grove Unified School District. Valley High School, when



she was there, had 100% of its students on free or reduced lunch. One-third of the student population was EL, and one-third of the student population qualified for special education. As principal, she led the school to have a 90% graduation rate, one of the only Title 1 schools in Sacramento to achieve that rate. She led her school to receive a 10 out of 10 on the Similar Schools Rank. Valley High School was named one of six schools “Beating the Odds” in the state, based on student achievement and student demographics. She created Improve Your Tomorrow with two alumni, supporting male students of color in meeting a-g requirements and attending 4-year colleges. This program now serves students across the region, in Elk Grove Unified School District, Natomas Unified School District, and more.

**Laura Regan, Principal, Rocklin Academy Turnstone:**

- 15 years in education
- Bachelor’s Degree in Business Administration, with a Human Resources concentration from CSU, Sacramento
- Teaching Credential from National University
- MS in Cross-Cultural Education from National University

Laura has led her school to be named as a Solution Tree Model PLC year after year, led her school to be named a National Blue Ribbon School, and met the criteria to be designated by the Core Knowledge Foundation as an Official Core Knowledge Visitation School. She has presented at multiple national conferences, including in Los Angeles, Atlanta, and Boston. She was a small business owner in Orangevale, Rocklin, Fair Oaks, Sacramento, and Citrus Heights from 1994-2006, which provides excellent background for managing staff and employees, budgeting, and communications.

**Heidi Little, Principal, Rocklin Academy Gateway:**

- 25 years in education

- Bachelor's Degree in Psychology from UC Davis, Bachelor's Degree in Sociology from UC Davis, with a minor in Child Development
- Teaching Credential from Phoenix University
- MS in Educational Administration from National University
- Administrative Services Credential

Heidi is a founding Rocklin Academy teacher and administrator, as Rocklin Academy's first fifth grade teacher and Assistant Principal. She also was the founding Assistant Principal at Rocklin Academy Gateway, which opened in 2014. Her thesis was on behavioral interventions to support student learning, and she led the establishment of our PBIS system at Rocklin Academy Gateway, which was a pilot, followed by our other schools. She has been a presenter at state and regional PBIS conferences, and at other state and national conferences. At Rocklin Academy, she also spent time as an Instructional Coach, and was instrumental in the adoption and development of curricular resources, especially in English Language Arts and Science.

**Trisha Smith, Principal, Rocklin Academy Meyers:**

- 15 years in Education
- Bachelor's Degree in Psychology from UC San Diego
- Teaching Credential from Dominican University (US) and from Derby University (UK)
- MS in Education from Dominican University
- Reading Certificate from UC Berkeley
- Administrative Services Credential

Trisha brings a variety of experience in schools across California and in the United Kingdom. Her passion is in supporting students' mental health and social-emotional learning, and she helped lead the RAFOS MTSS team in adopting and implementing Social-Emotional Learning curriculum. Prior to becoming an administrator,

she was a Teacher Induction Program mentor/coach. She also led the implementation of the PBIS system at our Rocklin Academy Turnstone and Meyers campuses as a teacher leader.

Because our program is backward-mapped to ensure success in an AP for All program, a K-12 Instructional Coach, who is a Teacher on Special Assignment (TOSA), and four AP teachers are highly involved in this work, to ensure a strong K-12 cohesion. Their qualifications are below:

**Kristel Kamrar, Instructional Coach (TOSA):**

- 11 years in Education
- Bachelor's Degree in Liberal Studies from CSU, Chico
- Teaching Credential from CSU, Chico

**Kristin Schroeder, English:**

- 13 years in Education
- Bachelor's Degree in Literature from UC Davis
- Teaching Credential through Project Pipeline
- National Writing Project Fellowship, New Teacher Induction mentor/coach

**Carol Leonard, Math:**

- 25 years in Education
- Bachelor's Degree in Math from Cal Poly, San Luis Obispo
- Teaching Credential from Sacramento State University
- MS in Mathematics Education from Western Governors University
- Also employed by ETS (College Board) as a reader for AP Statistics Exam
- New Teacher Induction mentor/coach

**Andrea Adams, Science:**

- 8 years in Education
- Bachelor's Degree in Materials Engineering from Cal Poly, San Luis Obispo
- Teaching Credential from National University



	<ul style="list-style-type: none"> <li>• MS in Education from National University, with an emphasis on EL instruction</li> <li>• Preliminary Services Administrative Credential through Placer County Office of Education</li> </ul> <p><b>Richard Dahl, Social Science:</b></p> <ul style="list-style-type: none"> <li>• 9 years in Education</li> <li>• Bachelor’s Degree in Sociology from UC Davis</li> <li>• Teaching Credential from UC Davis</li> <li>• M.A. in Education from UC Davis</li> </ul>
<p><b>Finding 3, Item #2a.</b> The petition notes that that pupil outcomes will be assessed using Northwest Evaluation Association (NWEA) and Smarter Balanced assessments (ARCA Charter Petition, page 74, Methods of Assessment). However, the petition does not identify how the assessment program will assess specific skills and knowledge outcomes for students, nor does the petition include a comprehensive overview of student academic outcome goals. Despite currently operating a set of charter schools and stating that ARCA will be a replication of these schools, the petition does not contain a comprehensive assessment and accountability framework for this new proposed school.</p>	<p><b>Response to Finding 3, Item #2a</b></p> <p>This finding is closely aligned with Finding 3, Item #3a. Please see description of the assessment program implemented, which will be replicated at ARCA. Also, please see the essential standards work described in the response to Finding 3, Item #3c, for specifics regarding assessment for specific skills and knowledge outcomes for students.</p> <p>The NWEA Measures of Progress assessments align with State Standards, and have proven to be an accurate predictor of student performance on CAASPP. The assessment results allow teachers to identify specific standards and skills where students are not projected to meet proficiency, with enough time for teachers to provide appropriate instructional response to best support student success.</p>
<p><b>Finding 3, Item #2b.</b> The ARCA Charter Petition does not include a substantive description of the skills, knowledge, and qualities that their pupils will have attained upon leaving the school (i.e., “exit outcomes” or “graduation standards”). While the petition states, “American River Collegiate Academy places a high priority on measurable pupil outcomes that value academic achievement and preparation for college and beyond” (ARCA Charter Petition, page 74), the ARCA petition does not include specific</p>	<p><b>Response to Finding 3, Item #2b</b></p> <p>As indicated in the petition, our goal is for all students to leave our school with UC a-g requirements met so they have every opportunity available to them when they leave our schools. Our expected schoolwide learning outcomes are as follows:</p> <ul style="list-style-type: none"> <li>• Academic achievers who: <ul style="list-style-type: none"> <li>○ Meet or exceed WSCA and CDE standards in all curricular areas</li> </ul> </li> </ul>

measurable goals with respect to California Assessment of Student Performance and Progress (CAASPP) or a college entrance assessment for all students schoolwide or applicable student groups.

- Are critical thinkers and problem solvers who effectively gather and evaluate information
- Communicate clearly and effectively orally and in writing, formally and informally
- Are informed and capable users of data
- Responsible individuals who:
  - Respect themselves and others
  - Encourage social responsibility and respect for cultural diversity
  - Demonstrate civic awareness and responsibility
- Critical thinkers who:
  - Apply skills and knowledge from all subject areas both within and beyond the academic setting
  - Gather, organize and evaluate information and resources to solve problems and make informed decisions

More information on this can be found in the 2019-2020 WASC self-study report, attached as **Item G**.

As indicated in our current LCAPs, our CAASPP academic goals will be to increase the percentage of students meeting or exceeding standards in ELA and Math by at least 2% each year. At ARCA, we will need baseline CAASPP data in order to set specific and measurable goals for an LCAP.

We administer the PSAT to all students starting in 8th grade, and cover the cost of this exam for all students. In 2019, our student's scores exceed both state and national scores in every category (this can be found on page 49 of the attached WASC report).

College entrance exams are administered by colleges, and the school does not get information back about students' performances. However, in 2019, 89.9% of Western Sierra graduates were accepted into 2-or 4-year universities. Students have accepted entrance into MIT, Stanford, UC Berkeley, UCLA, and many more prestigious

	universities.
<p><b>Finding 3, Item #2c.</b> The ARCA Charter Petition (page 40) indicates the school will be an “AP for all” school. However, the measurable student outcomes section does not include participation rate or exit outcome goals for students with respect to Advanced Placement (AP) exam scores, either schoolwide or by applicable student groups.</p>	<p><b>Response to Finding 3, Item #2c</b></p> <p>This level of detail is not necessary to meet the legal standard of providing a reasonably comprehensive description of the required elements. However, we share additional information here for your consideration.</p> <p>For specific goals for ARCA, we will first need baseline data on participation and pass rate. Once we have that baseline data, our goal would be to increase the percentage each year.</p> <p>All of our students take AP courses, and all of the students are encouraged to take the AP exams. Our participation rates are not only higher, but because all students are allowed to participate (not just those who are “tracked” into an AP program), many students are included in testing that would not have access to the AP test in other settings. The participation and pass rate of our students has led to accolades, including being named the past several years by US News and World Report, as between the #1 and #4 school in the Sacramento region for college readiness and preparedness, depending on the year. This is based on the student information and student groups who are taking and passing the AP test.</p> <p>We support families in accessing the AP tests in a couple of ways. First, Administration sends an email to all families and students providing them information on qualification for reduced costs for the exams (see <b>Item H</b>, attached). Additionally, all teachers send an email to their families informing them a second time of how to register for the exams. Since implementing these practices, percentages of students taking the exam rose from 23% to over 60%.</p> <p>In 2019, 427 exams were scheduled, and 620 have been scheduled for 2020. In 2019, 68% of students passed AP exams.</p>



<p><b>Finding 3, Item #2d.</b> While petition articulates an annual measurable outcome that “95% of students who graduate from the charter school will have met the A-G courses requirement for UC/CSU entrance,” (ARCA Charter Petition, page 88), the petition does not clearly and specifically identify graduation requirements or define the credit structure for the high school grades.</p>	<p><b>Response to Finding 3, Item #2d</b></p> <p>This level of detail is not required for a reasonably comprehensive description of the required elements. However, current graduation requirements are attached (see <b>Item 1</b>).</p> <p>Semester-long courses are worth five credits, and Year-long courses are worth ten credits. We also offer dual enrollment courses with Sierra College. Dual Credit courses are graded according to the standards and policies set forth by the college or university. A three-unit semester college course is equivalent to ten high school units.</p>
<p><b>Finding 3, Item #3a.</b> Despite currently operating a set of charter schools and stating that ARCA will be a replication of these schools, the petition does not identify a specific internal data management system to be used nor the specific staff responsible for analyzing and acting on data for this new proposed school. Rather, the petition notes, “The Principal and other administrators will analyze data on the Charter School's student achievement, attendance, and discipline using applicable tools, such as Illuminate, PowerSchool, and School-wide Information System (SWIS), and will use the data to make instructional and operational decisions for the Charter School” (ARCA Charter Petition, page 91).</p>	<p><b>Response to Finding 3, Item #3a</b></p> <p>This level of detail is not required for a reasonably comprehensive description of this required element. The petition identifies the data management systems currently in use at other RAFOS schools, Illuminate (data management and assessment reporting), PowerSchool (Student Information System), and School-Wide Information System (SWIS) (Behavioral data management):</p> <p>The specific staff responsible for analyzing and acting on this data is the Principal, as well as other administrators, including the Principal Team in their Professional Learning Community, the Educational Services Coordinators, Teachers, in their Professional Learning Community, the Executive Director/Superintendent, and the Board, to make instructional and operational decisions for the Charter School.</p> <p><b><u>Student Achievement Data:</u></b></p> <p>Several processes are in place to analyze student achievement data, and to make instructional and operational decisions for the school.</p> <p><b>CAASPP:</b> CAASPP data is disaggregated in many different ways. Organization-wide data, including overall student performance and student performance by specific areas within standards,</p>

	<p>to identify overall areas of strengths and areas of growth. The data is broken down by student group to identify growth patterns, and to see where gaps may exist between groups of students. Decisions on instructional priorities, curricular decisions, supplemental materials decisions, planning of Professional Learning, and allocation of resources are all discussed by school and organizational leadership in order to make decisions, based on data, to best impact student learning.</p> <p>At the school level, CAASPP data is looked at by overall grade level, by individual classroom performance, and by student groups. Principals hold Compelling Conversations with teachers at the beginning of each year. In these goal-setting meetings, the teacher and the principal look at individual student performance and overall classroom performance for both the teacher's previous year's class and the students assigned to the teacher that year. Together, the principal and teacher identify any trends in the data. Looking at student outcome data together, the teacher and principal collaborate to set professional learning goals for the year, and the teacher and principal work together to identify personalized professional learning opportunities for the teacher. For instance, if a teacher's class overall performed lower in a specific claim area of Math, they might decide to collaborate with a teammate whose data indicated that was an area of strength. Or a teacher may request a peer observation of a colleague who has specific expertise in reaching successful outcomes with, for example, students with disabilities. Finally, the teacher and principal use CAASPP and other sources of data to identify students who may need some additional support, accommodations, or intervention. A Concern and Action map (provided in the charter petition) is started to track strategies and supports put in place.</p> <p>Grade level teams use CAASPP data to identify areas of focus for the year. They may notice over multiple years that their students continue to perform higher in some areas than others. This</p>
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helps to drive focus areas and goal areas for Collaborative Inquiry.

Principals, teachers, and Student Services Coordinators use tools within Illuminate to support this work.

**NWEA Measures of Academic Progress (MAP):**

MAP is administered three times per year, and is used as a growth monitoring tool. At the organization level, MAP data is disaggregated to identify both overall how students are making academic gains and broken down into specific student groups to identify which students are growing, which students are growing at a lesser rate, and which students are not growing at all. Goals are set around student growth, for the “all students” group, as well as identified student groups for whom we work to see more than a year’s worth of growth to close the achievement gap.

School sites use MAP data to have similar conversations with faculty—which individual students are achieving and growing, and which students are not. Teachers and grade level teams are led through protocols to identify trends, and then are supported to plan instructional strategies to ensure academic growth for all students.

Individual teachers use MAP data to set goals with students. MAP data shows each student’s areas of strength and areas of need. That information is shared with students, and together, goals are identified with specific action steps to meet a target growth score in a particular area. MAP information is shared with parents, and teachers share individual student goals with parents, along with ways to support their child. MAP data is reviewed with parents at Parent/Teacher Conferences, and parents are given tools and resources to help them make sense of the data reports that are sent home. Parents are given reports which track their students’ growth over time. Online and digital resources are provided as well, and beginning in



	<p>4th grade, students are able to bring their iPads (4-6th grades) or Chromebooks (7-12th grades) home, providing seamless access to apps and programs used at school.</p> <p>There are many tools, reports, and resources available through NWEA MAP's website; however, Illuminate is also used to create custom reports to look at data organization-wide, and to drill down to specific trends in particular student groups.</p> <p><b>Classroom Assessment Data:</b> Teachers are constantly analyzing both informal and formal classroom assessment data to make instructional decisions for their students. For formal assessments, Illuminate is used, and reports have been developed to provide parents specific information on each individual standard that was assessed on an individual assessment. Teachers also provide ideas, tools, or resources for parents to continue to help their child at home (see <b>Item J</b>).</p> <p>Teachers also engage in a process called Collaborative Inquiry. In this process, grade level teams meet to look at common assessment data (formal or informal). They identify an area of greatest need for their students overall. They then look at their students' data and determine which students have already mastered the standard, which students will benefit from additional instruction and practice, and which students will require intensive intervention or instruction in prerequisite skills to master the identified goal area. Specific strategies are identified and agreed upon by each teacher to implement with each group of students. At the end of the 4-week goal, teachers reassess students using a common assessment. Teams discuss the effectiveness of the strategies they implemented, so the most effective can be shared to be replicated by other teachers and teams. If not all students were proficient in the identified goal area, teams plan additional learning opportunities for those students so all students can be successful. Teachers</p>
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communicate each goal with their parents, and provide tools and resources for parents to support the goal at home, as well.

This culture of differentiation and individualized instruction permeates the school, and as teacher teams become fluent in the process, all instruction begins to be thought of with the four fundamental questions of a PLC:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

Classroom assessment data is also shared with parents at conferences each trimester.

**Behavioral Data:**

**SWIS:** SWIS, a management system tied to Positive Behavior Intervention and Supports (PBIS), is where student behavioral data is stored. Each school has a PBIS team, consisting of administration, teachers, and support staff, who meets regularly to review data, look at trends, and make decisions on school-wide behavior expectations, needed adaptations to the system implemented, or areas of the school where additional support may be needed. For instance, if the school cafeteria is where a higher percentage of behavior referrals occur, the team may recommend additional training for nutritional services and supervisory staff in managing students, or may prompt classroom teachers to review the behavioral expectations of students in the cafeteria.

Student referrals are used as another communication tool with parents. Direct communication with parents regarding referrals happens, in particular with the issuance of major referrals. The data collected and reviewed by the PBIS team or administration can also identify potential cases where additional support is

	<p>needed for an individual student, which then is referred to the MTSS team for further review, or for special education assessment, if appropriate.</p> <p><b><u>Attendance Data</u></b></p> <p>PowerSchool is used as our Student Information System, and attendance information is housed in this system. Each school has attendance monitoring processes in place, in accordance with RAFOS' Attendance Policy, to support student's attendance.</p>
<p><b>Finding 3, Item #3b.</b> The petition does not include documentation listing the qualifications of the person(s) deciding what tools will be used to measure pupil progress.</p>	<p><b>Response to Finding 3, Item #3b</b></p> <p>This is not necessary for a reasonably comprehensive description of the required elements. However, our team of administrators, with input from teachers and instructional coaches, make these decisions. Our team of administrators' qualifications are found in the response to Finding 3, Item #1.e.</p>
<p><b>Finding 3, Item #3c.</b> The petition does not include or outline the minimal required performance level(s) necessary students need to attain to meet each standard.</p>	<p><b>Response to Finding 3, Item 3c</b></p> <p>This is not necessary for a reasonably comprehensive description of the required elements.</p> <p>Our teachers, along with school administration and instructional coaches, have engaged in a thorough process of identifying each grade level's "essential standards." While all state standards are taught throughout the year, these standards, these are the standards which most meet three criteria:</p> <ul style="list-style-type: none"> <li>● Endurance: Knowledge and skills of value beyond a single test date.</li> <li>● Leverage: Knowledge and skills of value in multiple disciplines.</li> <li>● Readiness for the Next Level of Learning: Knowledge and skills that are necessary for success in the next grade level or the next level of instruction.</li> </ul>



Here is a [link](#) to a folder containing all of the supporting documents, including the minimal required performance level(s) students need to attain to meet each standard for standards in second grade. It includes a list of the essential standards, exemplars, learning targets, rubrics, and assessment tasks. We have these documents for every grade level and course in ELA and Math for Transitional Kindergarten through 12th grade courses, and would be happy to provide them all if it will be helpful to evaluate the petition and the educational program we will offer at ARCA.

Collaboratively, teams of teachers used a strategic and rigorous protocol which is attached (see **Item K**), which centers around, criteria listed above to identify the essential standards for their grade level. Then, representatives from each grade level met in grade bands to evaluate the articulation of the essential standards with the goal of ensuring a solid pathway to the AP courses. Once the essential standards for each grade level or course had been named, teachers began the work of identifying the exemplar rigor, writing learning targets, creating a rubric, and building assessments. Two teachers from each grade level or course took the lead in creating this work using the processes described in the following protocols (linked below) and synthesized on this one page resource guide (see **Item L**).

1. [Identifying Exemplars](#)  
The exemplar helps us see what evidence of proficiency looks like or sounds like.
2. [Writing Learning Targets](#)  
The learning targets spell out the bite sized skills or ideas that students build along the way to proficiency. It helps us understand what a sequence of learning might look like.
3. [Creating Rubrics](#)  
The rubric is another tool to help us gain clarity around how proficiency is defined, but it also lets us know how nearly proficient, or exceeding proficiency is defined.

4. Building Assessments

These are to be used as common summative assessments. They should be given to students after evidence of understanding has been collected through formative assessments (both common and uncommon, formal and informal). These assessments allow students to demonstrate the meeting and exceeding levels of the rubric for each learning target (although not separately, summative assessments require the integration of learning targets) and should certify learning.

After the four supporting essential standard documents had been completed, they were shared with every teacher in the grade level or course. Teams then began to use these documents to center their collaboration during curriculum planning and data analysis. While implementing these documents, teams discuss the strengths and areas of refinement within each. One representative from each site team is responsible for taking notes regarding the teams' suggestions for possible revisions. That representative then meets with other site representatives twice a year to discuss each essential standard and its supporting documents. At that time, those representatives may make revisions to the documents. This process allows us to ensure we are positioned to continuously improve the work that supports the implementation of our essential standards while maintaining consistency across our school sites. Instructional coaches attend these meetings with the purpose of helping to maintain consistency across grades and courses.

Additionally, once a year, the site representatives meet with other team representatives from their grade band. During this meeting, instructional coaches focus the team to examine elements of the essential standards with the purpose of strengthening the vertical articulation.

<p><b>Finding 3, Item #4a.</b> The petition includes a process for staff selection; however, the petition does not include methods or activities in which the proposed school would engage to find qualified staff in its target geography, nor does the petition include a substantive explanation with respect to the hiring and interview processes for all of its key roles and staff selection.</p>	<p><b>Response to Finding 3, Item #4a</b></p> <p>This is not required to meet the expectations of a reasonably comprehensive petition. However, we want to share that, our target geography is in nearby proximity to our current schools. In fact, many of our teachers and staff live in Citrus Heights or within the San Juan Unified School District boundaries already. Some teachers and staff commute from other areas of the Sacramento area, including Midtown, Natomas, as well as from the foothills, including Forest Hill, Colfax, and Auburn. Citrus Heights is very close in proximity to where we already are finding qualified staff.</p> <p>We have rigorous teacher and instructional staff recruitment and hiring processes, as described in the responses to Finding 3 #1.a, as well as Finding 3, Item #4b.</p> <p>Our classified staff process is also very thorough. Jobs are posted on EdJoin, on the job boards of three local area universities, as well in other areas online and locally. Applicants are screened for applicable experience/education and qualified candidates are invited in for an interview with multiple staff members from the school site, including an administrator, other staff members, our Director of Human Resources or Human Resources Technician, and any additional interview team members. Interview questions are behavior-based and relate directly to the comprehensive job description for the position. Prior to any offer is made, references are checked, and offer is finalized once the DOJ report is reviewed and found to be acceptable.</p>
<p><b>Finding 3, Item #4b.</b> While the petition includes a broad overview of expected teacher qualifications (ARCA Charter Petition, page 103), it does not include specific qualifications for high school teachers outlining the necessary knowledge, experience, education, and certification to implement the school's high school curriculum</p>	<p><b>Response to Finding 3, Item #4b</b></p> <p>This level of detail is not required for a reasonably comprehensive description of the required elements. However, we recruit teachers who meet all of the required state qualifications for teaching their specific subject(s). They hold the single subject credential(s) required per the California Department of Education for the</p>



<p>and educational model, including its “AP for all” focus.</p>	<p>courses they are teaching. When recruiting, we look for the most qualified candidates for the subject being taught including those who hold a masters degree in the subject matter. All teachers who will be teaching AP courses attend the AP Summer Institutes offered by College Board for the specific subjects prior to teaching the course. Our recruiting process is robust as it includes a panel interview which asks candidates how they will support subgroup students, their beliefs about parent partnership and their alignment to mastery based learning and grading. Candidates are then selected for a second round in which they are asked to teach a lesson to our students in the subject in which they are applying. Lesson standards and objectives are provided and the candidate is expected to write and teach a lesson that meets the standards and addresses how differentiation will occur for students at all levels on the learning continuum.</p> <p>We recruit fully-qualified certificated staff, including our certificated special education staff as required by the California Department of Education/California Commission on Teacher Credentialing. All current staff meet the requirements and we will continue that practice when staffing for the new charter. Each staff member will hold the appropriate credentials for the students they will teach.</p>
<p><b>Finding 3, Item #4c.</b> The petition states that paraprofessionals and non-certificated staff will comply with the Elementary and Secondary Education Act (ESEA), but not teaching staff. The organizational chart (Appendix N) outlines the structure of Rocklin Academy Family of Schools but does not identify positions needed within the proposed school, only indicating “faculty” reporting to the Principal. Salaries for teaching staff are not indicated in the petition; the petition is limited to overall expense for personnel in the included budget appendix, and it does not provide</p>	<p><b>Response to Finding 3, Item #4c</b></p> <p>This level of detail is not required to meet the reasonably comprehensive description standard. However, our recruiting process is robust as it includes a panel interview which asks candidates how they will support subgroup students, their beliefs about parent partnership and their alignment to mastery based learning and grading. Candidates are then selected for a second round in which they are asked to teach a lesson to our students in the subject in which they are applying. Lesson standards and objectives are provided and the candidate is expected to write and teach a lesson that meets the standards and</p>

<p>driving assumptions or calculations for this budget line item.</p>	<p>addresses how differentiation will occur for students at all levels on the learning continuum.</p> <p>Our elementary teacher hiring process is well-established. The process has been presented at multiple conferences, across the state and nation. We post on EdJoin for a dedicated interview day with our schools. Qualified applicants are assigned an interview time. They begin in a group of five in which they visit a classroom with one of our veteran teachers in place to present information on Core Knowledge Curriculum, review of materials and time for Q's and A's. They then move on to a room to collaborate together over provided data from an actual class. This allows us to observe their collaboration skills. The next step is an individual interview, again with one of our veteran teachers. After this interview, they will either be moved on to an interview with an administrator, or their process will end at that time if they do not have the competencies/complementary philosophy on education required for success in our organization. At the end of the day, the team will meet to debrief on all candidates who received the second interview. Based on their experience, skills and abilities, the top candidates will be invited in to teach a lesson in a classroom while being observed by the administrators. The lesson is followed by a meeting with the candidate in which they reflect on their lesson. This past year, we had over 70 applicants for our elementary openings. In prior years, we have had as many as 125 teachers interviewed on our interview day and observed over 75 classroom lessons.</p> <p>We recruit fully-qualified certificated staff, including our certificated special education staff as required by the California Department of Education/California Commission on Teacher Credentialing. All current staff meet the requirements and we will continue that practice when staffing for the new charter. Each staff member will hold the appropriate credentials for the students they will teach.</p> <p>Within the proposed school, in year one, we plan</p>
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	<p>to have a full-time Principal, an Administrative Assistant, a School Secretary, a fully credentialed Teacher in each classroom in grades K-2, additional aide support in Kindergarten, part-time yard duty supervision/clerical support, a part-time intervention teacher, and special education staffing to meet the needs of the enrolled students (based on IEPs). In addition, ARCA will have the full support of the support staff at our CMO offices, each of our Departments: Admissions, Educational Services, Food &amp; Nutritional Services, Human Resources, Business Office, Educational Testing, Health Services, and Technology.</p> <p>Certificated and classified staff will be compensated based on their experience placed on our salary structures, which is attached as <b>Item C</b>.</p>
<p><b>Finding 3, Item #5a.</b> A review of the petition finds that the practices and policies listed appear unlikely to ensure a balanced student population. The demographics charts indicate the target geography for ARCA has a significantly higher percentage of socioeconomically disadvantaged students and a higher percentage of Hispanic and African American student groups as compared to Rocklin Academy Family of School's current schools (ARCA Charter Petition, pages 13 – 15). The petition does not include substantive and specific means regarding how the school would achieve a racial/ethnic balance in a more diverse target geography.</p>	<p><b>Response to Finding 3, Item #5a</b></p> <p>The petition states that ARCA's goal is to mirror the demographics of the surrounding District schools in Citrus Heights. The demographic charts included in the petition indicate that current Rocklin Academy Family of Schools schools do indeed closely match the district in which the schools operate. In fact, our current schools are considerably more racially and ethnically diverse than the surrounding schools in Rocklin. We believe this is in part because of the inclusivity of the Core Knowledge curriculum in terms of history and geography, music, art, and literature content.</p> <p>Additional recruitment efforts are found in the response to Finding 3, item #1c.</p>
<p><b>Finding 3, Item #5b.</b> The petition does not include substantive or specific information regarding how the school will provide bilingual education or other supplemental language instruction for students with limited English proficiency (LEP). The petition does not include specific communication strategies for outreach efforts,</p>	<p><b>Response to Finding 3, Item #5b</b></p> <p>The petition included enough information and detail to be reasonably comprehensive. However, we do want to share that the mission at Rocklin Academy Family of Schools is to provide all English Learners with effective and high quality</p>

the admissions process, or ongoing school information to LEP parents and guardians.

programs and services that develop listening, speaking, reading and writing skills as quickly as possible. We embed language development into every opportunity for instruction by creating a system where English learners can collaborate, communicate, think critically, and be creative.

If a student lists a language other than English on the home language survey for questions 1-3, he/she is given the English Language Proficiency Assessment for California (ELPAC). Student scores on the ELPAC determine if the student is a Fluent English Proficient (FEP) student or an English Learner (EL). English Learner students are placed in a general education classroom with a teacher authorized to teach English Learners (see **Item M**). In addition to the core curriculum, these students are taught specific language development skills in accordance with California's English Language Development Standards.

Students are provided both designated and integrated English Language Development (ELD) instruction every day that is intentional, explicit and rigorous from an appropriately certificated teacher. Designated ELD addresses the CA ELD standards through listening, speaking, reading, and writing domains. This is a protected time each day and is given priority to be free of interruptions. Core instruction is taught in English using SDAIE strategies with an emphasis on academic language and vocabulary. Some examples of ELD resources are attached (see **Item N**).

An Alternative Bilingual program may be offered if 20 or more requests are made at one grade level. Instruction would be provided in two languages and designed to ensure that students build fluency and access content in both English and another language. This instructional program would require a Parental Exception Waiver for English learner participation and offered to the extent possible.

If fifteen percent or more of the pupils enrolled at a school in kindergarten or any grades, 1-12,

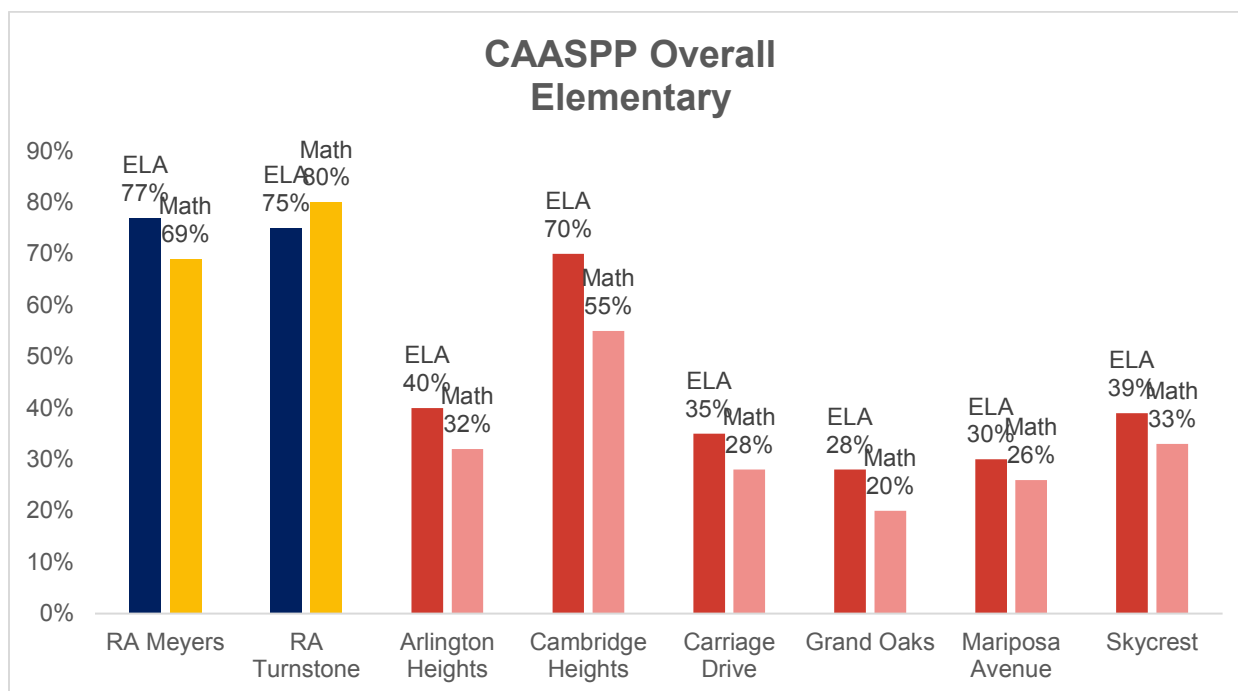
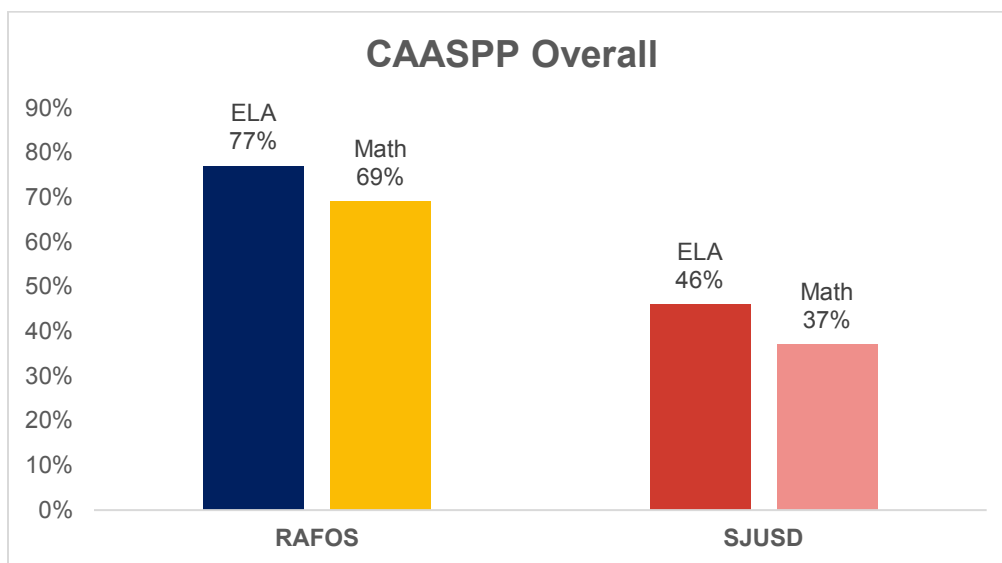


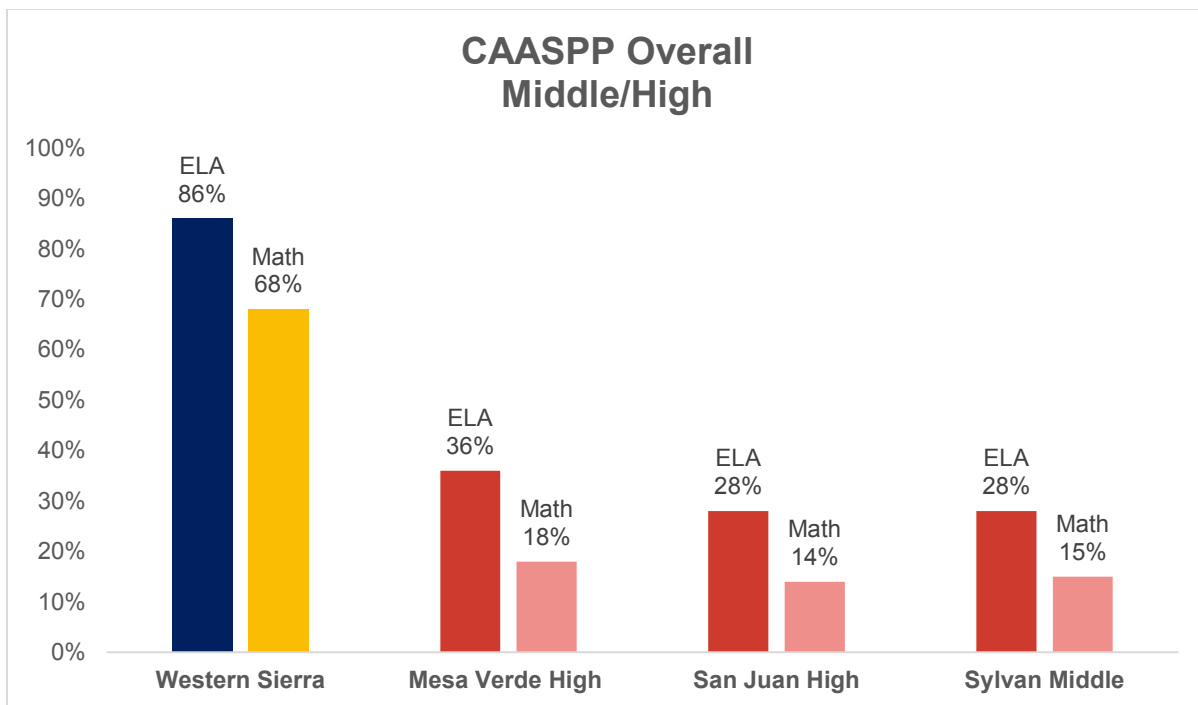
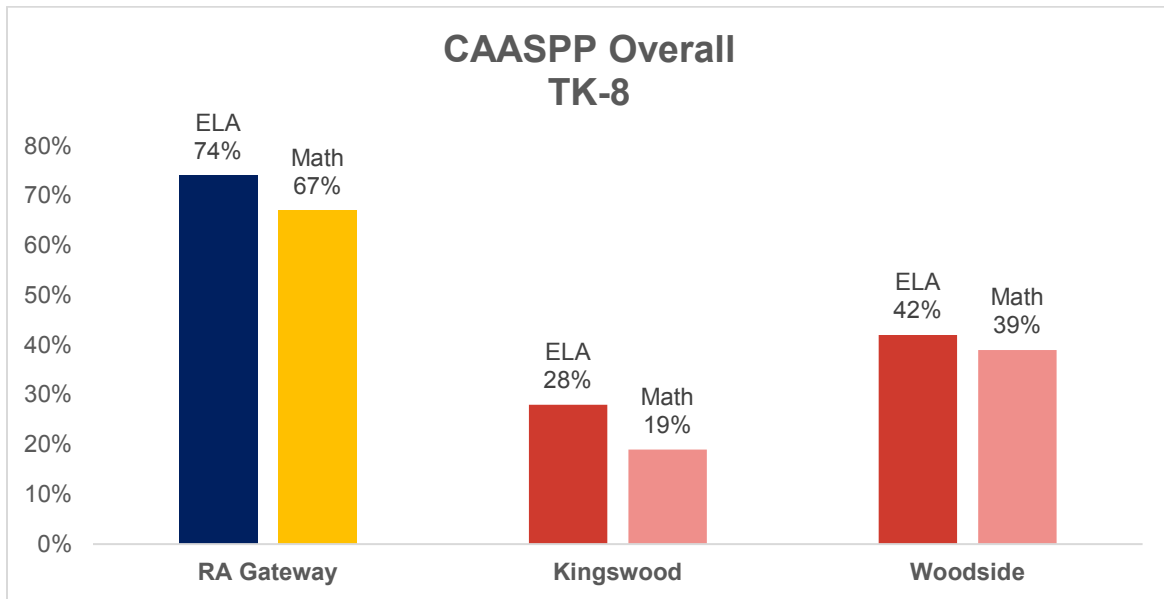
	<p>inclusive, speak a single primary language other than English, as determined from the census data, all notices, reports, statements, or records which are sent to the parent or guardian, in addition to being written in English, will be written in the primary language. Additionally, an interpreter is offered to the parent or guardian if SST or IEP meetings are needed. Translations are provided in the primary language after the meetings.</p> <p>Rocklin Academy Family of Schools forms English Learner Advisory Committees (ELACs) at sites with 21 or more English learners. District English Learner Advisory Committees (DELACs) are formed when there are 51 or more English learners. We strongly believe that engaging with and supporting the families of our English learners strengthens our parent partnership and helps students achieve high standards, so while not legally required of charter schools, we do this best practice to support our students and families.</p>
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**Item A**

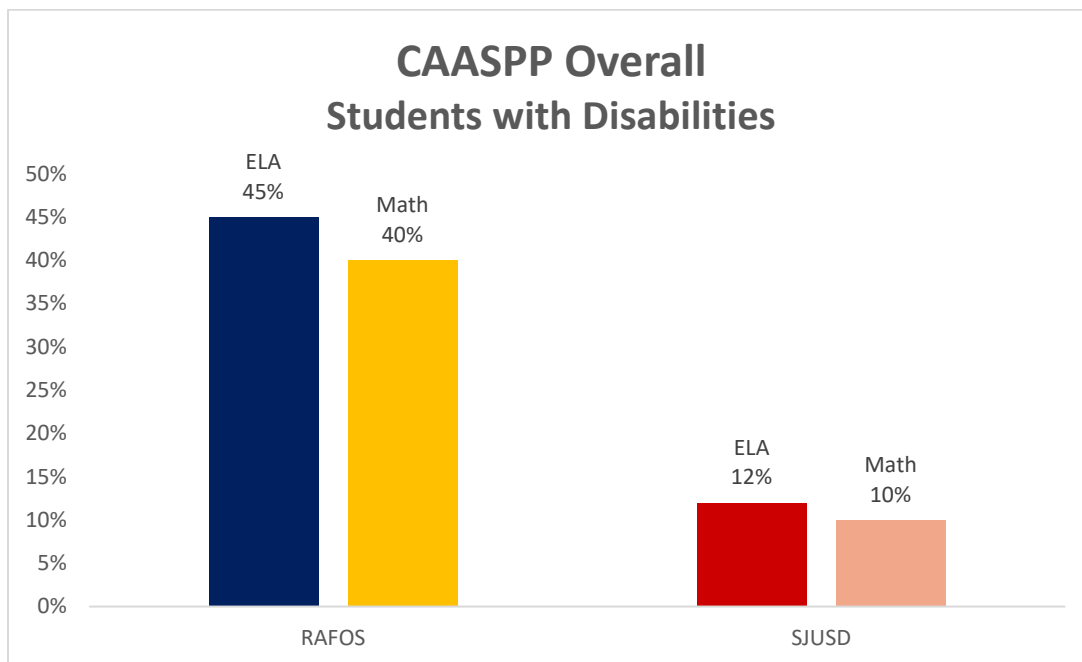


## Rocklin Academy Family of Schools Comparative Data 2018-2019



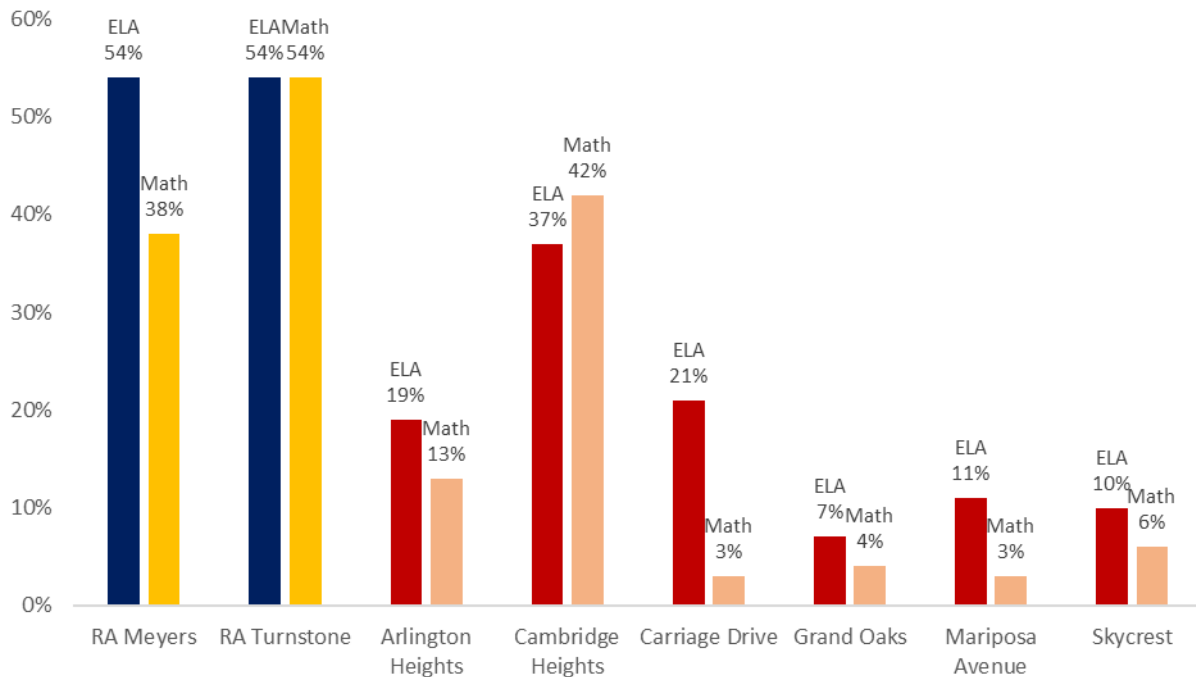




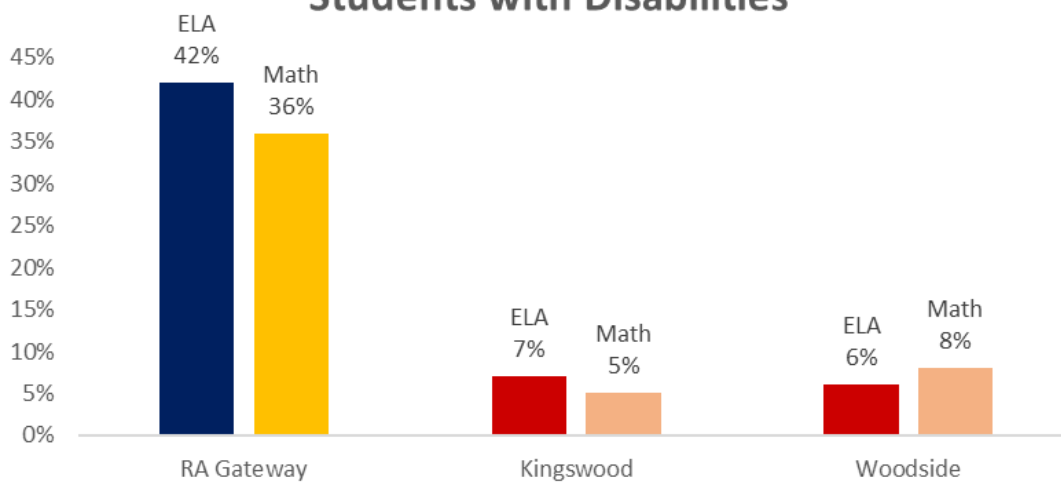




## CAASPP Elementary Students with Disabilities

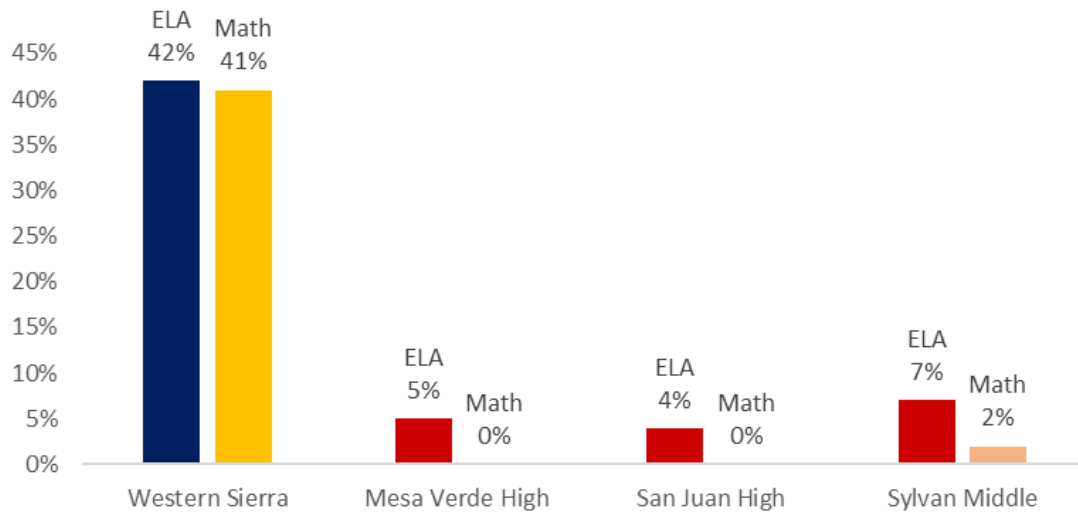


## CAASPP TK-8 Students with Disabilities

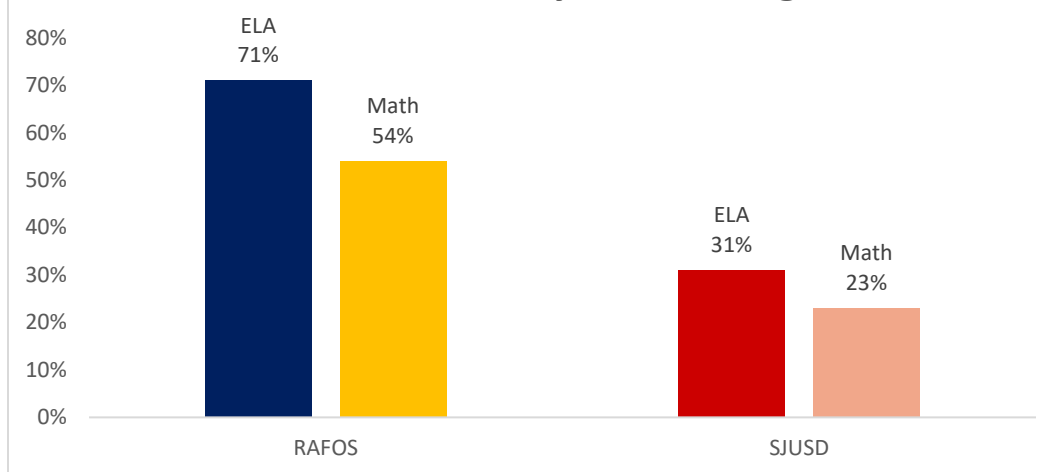




## CAASPP Middle/High Students with Disabilities

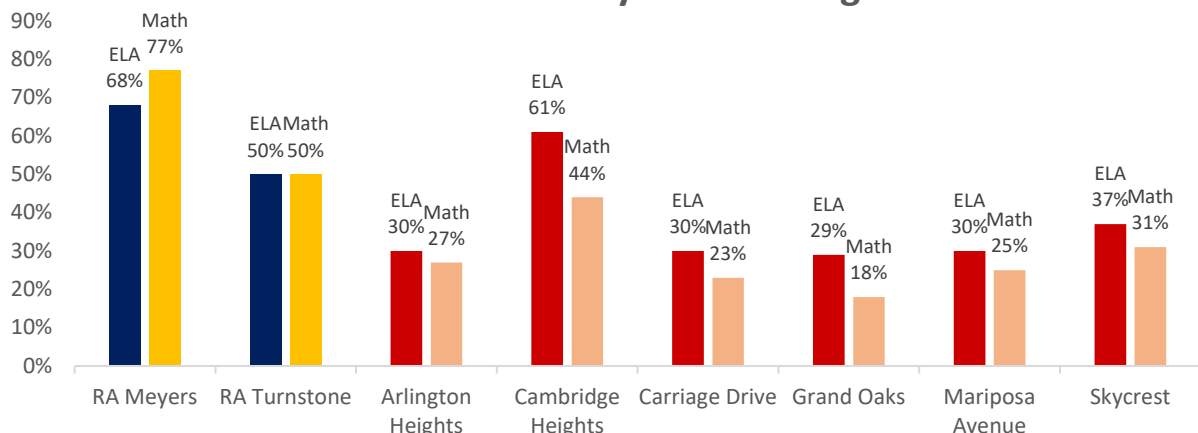


## CAASPP Overall Socio-Economically Disadvantaged

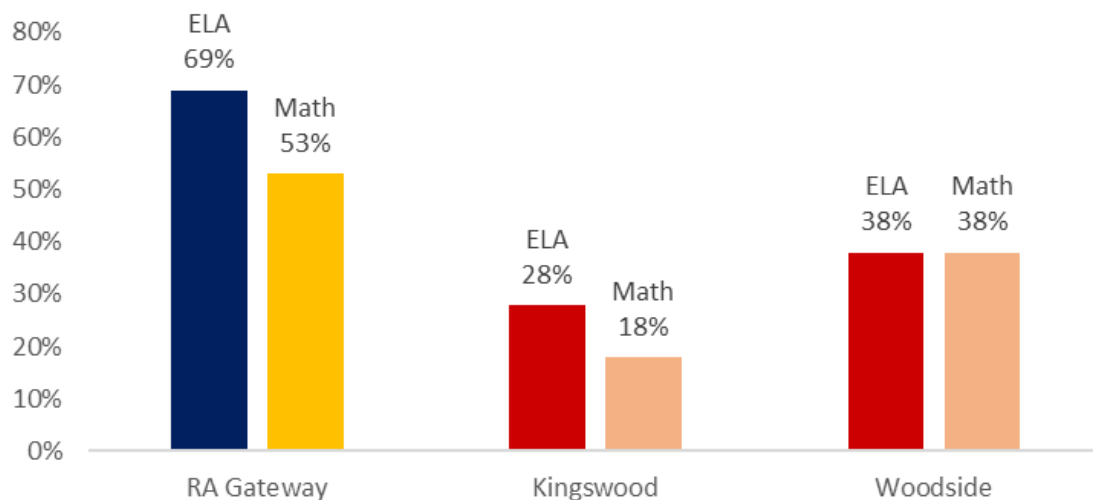




## CAASPP Elementary Socio-Economically Disadvantaged



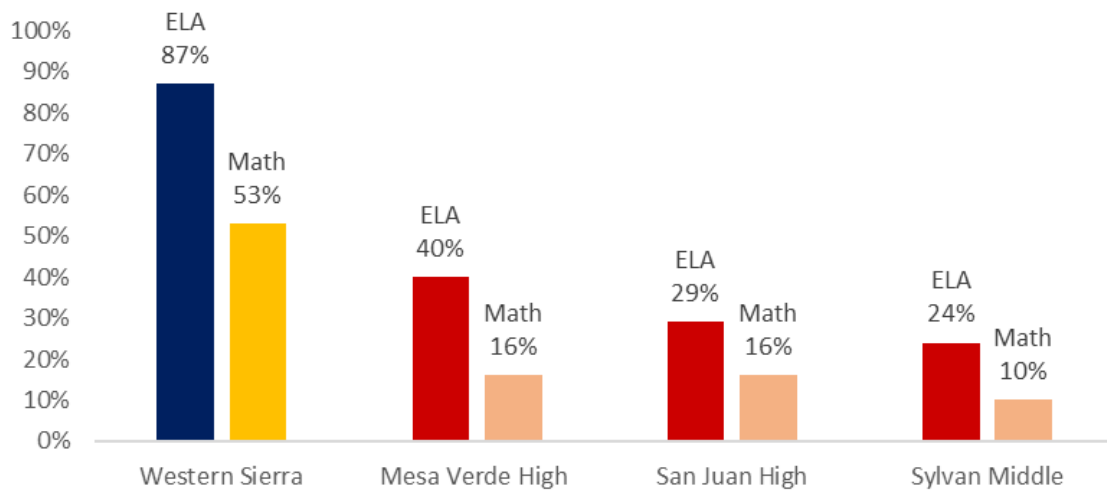
## CAASPP TK-8 Socio-Economically Disadvantaged







## CAASPP Middle/High Socio-Economically Disadvantaged



**Item B**

**American River Collegiate Academy  
Preliminary Budget Proposal**

		2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment						
K-3		144	216	240	264	288
4-6		0	0	60	120	180
Total Enrollment		144	216	300	384	468
Unduplicated Pupils		36.00	33.00	45.00	58.00	71.00
ADA Factor		95%	95%	95%	95%	95%
Supplemental		25%	25%	25%	25%	25%
Concentration						
ADA						
K-3		136.80	205.20	228.00	250.80	273.60
4-6		0.00	0.00	57.00	114.00	171.00
Total ADA		136.80	205.20	285.00	364.80	444.60
LCFF Per Calculator						
State Aid	8011	815,499	1,258,617	1,775,226	2,324,990	2,816,169
Education Protection Account	8012	27,360	41,040	57,000	72,960	88,920
In Lieu of Property Tax	8096	415,140	640,130	902,440	1,181,080	1,430,864
Total LCFF		1,257,999	1,939,787	2,734,666	3,579,030	4,335,953
State						
Mandated Block Grant	8590	-	3,460	4,805	6,151	7,496
Restricted Lottery	8560	7,250	10,876	15,105	19,334	23,564
Unrestricted Lottery	8560	20,657	30,985	43,035	55,085	67,135
Total State		27,907	45,321	62,945	80,570	98,195
Local						
	8699	-	-	-	-	-
<b>TOTAL REVENUE</b>		1,285,906	1,985,108	2,797,611	3,659,600	4,434,148
1xxx (Certificated)						
Teachers	1100	395,820	608,571	831,708	1,065,630	1,310,724
Intervention	1200	32,985	54,095	69,309	71,042	72,818
Admin	1300	52,789	108,217	110,922	113,695	116,537
Stipends	1198					
Substitues	1104	39,582	60,857	83,171	106,563	131,072
Total Certificated		521,176	831,740	1,095,110	1,356,930	1,631,151
2xxx (Classified)						
Office Staff	2400	56,582	57,996	59,446	60,932	62,456
Yard Duty	2100	14,194	20,784	29,826	39,307	49,243
PE Instructor	2100	7,326	15,019	30,790	39,449	40,435
Total Classified		78,102	93,799	120,062	139,688	152,134

**American River Collegiate Academy  
Preliminary Budget Proposal**

		2020-21	2021-22	2022-23	2023-24	2024-25
STRS	3100	99,545	171,338	242,019	320,235	409,419
PERS	3200	18,432	23,544	31,936	39,252	45,032
OASDI	3300	4,842	5,816	7,444	8,661	9,432
Medicare	3330	8,690	13,420	17,620	21,701	25,858
Health & Welfare	3400	83,160	119,280	152,880	183,120	211,680
SUI	3500	300	463	608	748	892
Total Benefits		214,969	333,861	452,507	573,717	702,313
Total Salaries and Benefits		814,247	1,259,400	1,667,679	2,070,335	2,485,598
Textbooks	4100	2,646	4,070	5,793	7,595	9,497
Materials and Supplies	4300	43,324	66,642	94,863	124,370	155,527
Copy Paper	4305	2,925	4,500	6,405	8,398	10,502
Technology supplies	4310	4,731	7,278	10,360	13,583	16,986
Total Supplies		53,626	82,490	117,420	153,946	192,512
Conference Registration	5210	3,212	4,936	7,021	9,199	11,469
Mileage	5211	598	919	1,308	1,713	2,136
Copy Rental / Service agreement	5605	4,827	7,421	10,555	13,828	17,240
Professional Services	5800	2,443	3,755	5,341	6,997	8,723
Total Services		11,081	17,032	24,225	31,738	39,569
Rent		128,591	198,511	279,761	365,960	443,415
7145 (Direct Costs)		150,960	232,774	328,160	429,484	520,314
7141 (Other Outgo)		12,580	19,398	27,347	35,790	43,360
<b>TOTAL EXPENSES</b>		1,171,085	1,809,605	2,444,592	3,087,253	3,724,768
6xxx (Capital Outlay)		30,000	15,000	15,000	15,000	15,000
Reserve 3% of revenue		38,577	59,553	83,928	109,788	133,024
Reserve - Special Education		52,487	78,730	109,346	139,963	170,580
EXCESS / DEFICIT		(6,243)	22,220	144,745	307,596	390,776
Borrow (Repay)		15,000	(15,000)	-	-	-
EXCESS / DEFICIT after interfund borrowing		8,757	7,220	144,745	307,596	390,776
Fund Balance - Beginning		0	8,757	15,977	160,722	468,318
Fund Balance - Ending		8,757	15,977	160,722	468,318	859,094
Reserve (20% of Expenses)		234,217	361,921	488,918	617,451	744,954
Unrestricted		(225,460)	(345,944)	(328,196)	(149,133)	114,140
Fund Balance (Total)		8,757	15,977	160,722	468,318	859,094



# Staffing

	2020-21	2021-22	2022-23	2023-24	2024-25	
	6	9	10	11	12	Certificated
	0	0	2	4	6	Certificated
	6	9	12	15	18	Certificated
	0.5	1.00	1.00	1.00	1.00	Admin
	0.5	0.80	1.00	1.00	1.00	Intervention
						Classified
	2.00	2.00	2.00	2.00	2.00	Office Staff
	0.20	0.40	0.80	1.00	1.00	PE/ART
	0.70	1.00	1.40	1.80	2.20	Yard Duty
Total FTE	9.90	14.20	18.20	21.80	25.20	Benefits
Benefit eliq	8	12.80	16.00	19.00	22.00	
					4xxx	
					5xxx	

# Staffing

	2020-21	2021-22	2022-23	2023-24	2024-25
			0.2523		
19.10%	20.60%	22.10%	23.60%	25.10%	
23.60%	25.10%	26.60%	28.10%	29.60%	
6.20%	6.20%	6.20%	6.20%	6.20%	
1.45%	1.45%	1.45%	1.45%	1.45%	
0.05%	0.05%	0.05%	0.05%	0.05%	

Meyers	2018-19 budget (0000,0330,1100,1400,6300)					
	4100	4300	4305	4310	4410	
	2,080	34,062		2,300	3,720	42162
	5%	81%		5%	9%	0%

Meyers	2018-19 budget (0000,0330,1100,1400,6300)					
	5210	5211	5300	5600	5605	5800
	3,576		666		5,376	2,720
	29%		5%	0%	44%	22%
						12,338

Estimated at 10% of revenue

	2019-20 budge' amount per student	
Potential Encroachment?	135,589.00	364.49 Turnstone

Average Teacher Salary

2020-21	2021-22	2022-23	2023-24	2024-25
65,970	67,619	69,309	71,042	72,818
105,578.00	108,217	110,922	113,695	116,537
65,970	67,619	69,309	71,042	72,818
28,291.00	28,998	29,723	30,466	31,228
36,632.00	37,548	38,487	39,449	40,435
20,277.00	20,784	21,304	21,837	22,383
27%	28.00%	29.50%	31.00%	32.50%
392	402	412	422	433
81	83	85	87	89

# ROCKLIN ACADEMY FAMILY OF SCHOOLS

## AN RIVER COLLEGIATE ACADEMY (PRELIMINARY BUDGET PRC

### 2020-21 Cashflow Projection

DESCRIPTION	OBJECT	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	ACCRUAL	TOTAL
<b>A. BEGINNING CASH</b>	N/A	-	6,176	4,268	44,355	66,797	64,305	96,476	751	28,015	56,532	84,475	48,815		
<b>B. RECEIPTS</b>	9110														
Revenue Limit Sources															
LCFF / General Purpose	8010-8019	40,775	40,775	73,395	73,395	73,395	73,395	73,395	73,395	73,395	73,395	73,395	73,394	-	815,499
EPA	8012	-	-	6,840	-	-	6,840	-	-	-	-	-	6,840	-	27,360
In-Lieu Property Taxes	8080-8099	-	24,908	49,817	33,211	33,211	33,211	33,211	33,211	33,211	35,287	35,287	35,287	35,288	415,140
TOTAL LCFF		40,775	65,683	130,052	106,606	106,606	113,446	106,606	106,606	113,446	108,682	108,682	115,521	35,288	1,257,999
Federal Revenue	8100-8299	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	8300-8599	-	-	-	-	-	-	-	-	-	-	-	-	27,907	27,907
Local	8600-8799	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Financing Sources	8930-8979	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL RECEIPTS</b>		40,775	65,683	130,052	106,606	106,606	113,446	106,606	106,606	113,446	108,682	108,682	115,521	63,195	1,285,906
<b>C. DISBURSEMENTS</b>															
Certificated Salaries	1000-1999	31,300	44,300	44,300	44,300	44,300	44,300	44,300	44,300	44,300	44,300	44,300	44,300	2,576	521,176
Classified Salaries	2000-2999	4,700	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	6,600	802	78,102
Employee Benefits (All)	3000-3999	12,672	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	5,210	214,969
Books, Supplies	4000-4999	13,943	4,290	2,681	5,363	5,363	2,681	6,435	2,145	2,145	2,145	2,145	3,200	1,090	53,626
Services	5000-5999	6,984	6,984	13,967	6,984	34,918	9,777	9,777	8,380	13,967	9,777	8,380	8,400	1,377	139,672
Capital Outlay	6000-6999	15,000	7,500	4,500	3,000	-	-	-	-	-	-	-	-	-	30,000
Other Outgo	7141	-	-	-	-	-	-	6,290	-	-	-	-	6,290	-	12,580
Direct Costs	7145	-	-	-	-	-	-	75,480	-	-	-	-	75,480	-	150,960
Debt Service - Principal	7439	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service - Interest	7438	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reserve		-	-	-	-	-	-	45,532	-	-	-	-	-	45,532	91,064
<b>TOTAL DISBURSEMENTS</b>		84,599	87,591	89,965	84,164	109,098	81,275	212,331	79,342	84,929	80,739	79,342	162,187	56,587	1,292,149
<b>D. PRIOR YEAR TRANSACTIONS</b>															
Cash Not In Treasury	9111-9199	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable (Governments)	9290	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenditures	9330	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	9340	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Borrow/repay	-	50,000	20,000	-	-	-	-	10,000	-	-	-	(65,000)	-	-	15,000
Accounts Payable	9500-9599	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	9650	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Restricted Cash	9910	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PRIOR YEAR TRANSACTIONS</b>		50,000	20,000	-	-	-	-	10,000	-	-	-	(65,000)	-	-	15,000
<b>E. NET INCREASE/DECREASE (B-C+D)</b>		6,176	(1,908)	40,087	22,442	(2,492)	32,171	(95,725)	27,264	28,517	27,943	(35,660)	(46,666)	6,608	8,757
<b>F. ENDING CASH (A + E)</b>		6,176	4,268	44,355	66,797	64,305	96,476	751	28,015	56,532	84,475	48,815	2,149		
<b>G. ENDING CASH, PLUS ACCRUALS</b>															8,757

Expenses	1,292,149
Days per year	365
Exp per day	3,540
Cash	2,149
Days Cash On Hand	1
Cash + Deferral	8,757
	2
Cash + Deferral - AP	65,344
	18



# ROCKLIN ACADEMY FAMILY OF SCHOOLS

## AMERICAN RIVER COLLEGIATE ACADEMY (PRELIMINARY BUDGET PROPOSAL)

### 2021-22 Cashflow Projection

DESCRIPTION	OBJECT	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	ACCRUAL	TOTAL
<b>A. BEGINNING CASH</b>	N/A														
	9110	2,149	1,206	3,346	75,056	111,984	111,489	161,385	740	3,635	8,169	35,831	81,648		
<b>B. RECEIPTS</b>															
Revenue Limit Sources															
LCFF / General Purpose	8010-8019	62,931	62,931	113,276	113,276	113,276	113,276	113,276	113,276	113,276	113,276	113,276	113,271	-	1,258,617
EPA	8012	-	-	10,260	-	-	10,260	-	-	10,260	-	-	10,260	-	41,040
In-Lieu Property Taxes	8080-8099	-	38,408	76,816	51,210	51,210	51,210	51,210	51,210	51,210	54,411	54,411	54,411	54,413	640,130
TOTAL LCFF		62,931	101,339	200,352	164,486	164,486	174,746	164,486	164,486	174,746	167,687	167,687	177,942	54,413	1,939,787
Federal Revenue	8100-8299	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	8300-8599	-	-	-	-	4,186	1,395	1,116	1,674	1,674	1,395	1,395	2,791	29,695	45,321
Local	8600-8799	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Financing Sources	8930-8979	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL RECEIPTS</b>		62,931	101,339	200,352	164,486	168,672	176,141	165,602	166,160	176,420	169,082	169,082	180,733	84,108	1,985,108
<b>C. DISBURSEMENTS</b>															
Certificated Salaries	1000-1999	49,900	70,700	70,700	70,700	70,700	70,700	70,700	70,700	70,700	70,700	70,700	70,700	4,140	831,740
Classified Salaries	2000-2999	5,600	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	7,945	254	93,799
Employee Benefits (All)	3000-3999	19,980	28,332	28,332	28,332	28,332	28,332	28,332	28,332	28,332	28,332	28,332	28,312	2,249	333,861
Books, Supplies	4000-4999	21,447	6,599	4,125	8,249	8,249	4,125	9,899	3,300	3,300	3,300	3,300	4,900	1,697	82,490
Services	5000-5999	10,777	10,777	21,554	10,777	53,886	15,088	15,088	12,933	21,554	15,088	12,933	12,900	2,188	215,543
Capital Outlay	6000-6999	7,500	3,750	2,250	1,500	-	-	-	-	-	-	-	-	-	15,000
Other Outgo	7141	-	-	-	-	-	-	9,699	-	-	-	-	9,699	-	19,398
Direct Costs	7145	-	-	-	-	-	-	116,387	-	-	-	-	116,387	-	232,774
Debt Service - Principal	7439	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service - Interest	7438	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reserve		-	-	-	-	-	-	69,142	-	-	-	-	-	69,141	138,283
<b>TOTAL DISBURSEMENTS</b>		115,204	128,158	134,961	127,558	169,167	126,245	327,247	123,265	131,886	125,420	123,265	250,843	79,669	1,962,888
<b>D. PRIOR YEAR TRANSACTIONS</b>															
Cash Not In Treasury	9111-9199	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable (Governments)	9290	37,917	18,959	6,319	-	-	-	-	-	-	-	-	-	-	63,195
Prepaid Expenditures	9330	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	9340	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Borrow/repay	-	70,000	10,000	-	-	-	-	1,000	(40,000)	(40,000)	(16,000)	-	-	-	(15,000)
Accounts Payable	9500-9599	(56,587)	-	-	-	-	-	-	-	-	-	-	-	-	(56,587)
Deferred Revenue	9650	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Restricted Cash	9910	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PRIOR YEAR TRANSACTIONS</b>		51,330	28,959	6,319	-	-	-	1,000	(40,000)	(40,000)	(16,000)	-	-	-	(8,392)
<b>E. NET INCREASE/DECREASE (B-C+D)</b>		(943)	2,140	71,710	36,928	(495)	49,896	(160,645)	2,895	4,534	27,662	45,817	(70,110)	4,439	13,828
<b>F. ENDING CASH (A + E)</b>		1,206	3,346	75,056	111,984	111,489	161,385	740	3,635	8,169	35,831	81,648	11,538		
<b>G. ENDING CASH, PLUS ACCRUALS</b>															15,977

Expenses	1,962,888
Days per year	365
Exp per day	5,378
Cash	11,538
Days Cash On Hand	2
Cash + Deferral	15,977
	3
Cash + Deferral - AP	95,646
	18

# ROCKLIN ACADEMY FAMILY OF SCHOOLS

## AMERICAN RIVER COLLEGIATE ACADEMY (PRELIMINARY BUDGET PROPOSAL)

### 2022-23 Cashflow Projection

DESCRIPTION	OBJECT	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	ACCRUAL	TOTAL
<b>A. BEGINNING CASH</b>	N/A														
	9110	11,538	2,834	882	26,338	88,114	100,034	180,498	3,473	74,531	147,679	219,579	254,519		
<b>B. RECEIPTS</b>															
Revenue Limit Sources															
LCFF / General Purpose	8010-8019	88,761	88,761	159,770	159,770	159,770	159,770	159,770	159,770	159,770	159,770	159,770	159,774	-	1,775,226
EPA	8012	-	-	14,250	-	-	14,250	-	-	14,250	-	-	14,250	-	57,000
In-Lieu Property Taxes	8080-8099	-	54,146	108,293	72,195	72,195	72,195	72,195	72,195	72,195	76,707	76,707	76,707	76,710	902,440
TOTAL LCFF		88,761	142,907	282,313	231,965	231,965	246,215	231,965	231,965	246,215	236,477	236,477	250,731	76,710	2,734,666
Federal Revenue	8100-8299	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	8300-8599	-	-	-	-	9,442	3,147	2,518	3,777	3,777	3,147	3,147	6,295	27,695	62,945
Local	8600-8799	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Financing Sources	8930-8979	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL RECEIPTS</b>		88,761	142,907	282,313	231,965	241,407	249,362	234,483	235,742	249,992	239,624	239,624	257,026	104,405	2,797,611
<b>C. DISBURSEMENTS</b>															
Certificated Salaries	1000-1999	65,700	93,100	93,100	93,100	93,100	93,100	93,100	93,100	93,100	93,100	93,100	93,100	5,310	1,095,110
Classified Salaries	2000-2999	7,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	10,200	662	120,062
Employee Benefits (All)	3000-3999	27,133	38,448	38,448	38,448	38,448	38,448	38,448	38,448	38,448	38,448	38,448	38,448	2,446	452,507
Books, Supplies	4000-4999	30,529	9,394	5,871	11,742	11,742	5,871	14,090	4,697	4,697	4,697	4,697	7,000	2,393	117,420
Services	5000-5999	15,199	15,199	30,399	15,199	75,997	21,279	21,279	18,239	30,399	21,279	18,239	18,200	3,079	303,986
Capital Outlay	6000-6999	7,500	3,750	2,250	1,500	-	-	-	-	-	-	-	-	-	15,000
Other Outgo	7141	-	-	-	-	-	-	13,674	-	-	-	-	13,673	-	27,347
Direct Costs	7145	-	-	-	-	-	-	164,080	-	-	-	-	164,080	-	328,160
Debt Service - Principal	7439	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service - Interest	7438	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reserve		-	-	-	-	-	-	96,637	-	-	-	-	-	96,637	193,274
<b>TOTAL DISBURSEMENTS</b>		153,261	170,091	180,268	170,189	229,487	168,898	451,508	164,684	176,844	167,724	164,684	344,701	110,527	2,652,866
<b>D. PRIOR YEAR TRANSACTIONS</b>															
Cash Not In Treasury	9111-9199	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable (Governments)	9290	50,465	25,232	8,411	-	-	-	-	-	-	-	-	-	-	84,108
Prepaid Expenditures	9330	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	9340	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Borrow/repay	-	85,000	-	(85,000)	-	-	-	40,000	-	-	-	(40,000)	-	-	-
Accounts Payable	9500-9599	(79,669)	-	-	-	-	-	-	-	-	-	-	-	-	(79,669)
Deferred Revenue	9650	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Restricted Cash	9910	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PRIOR YEAR TRANSACTIONS</b>		55,796	25,232	(76,589)	-	-	-	40,000	-	-	-	(40,000)	-	-	4,439
<b>E. NET INCREASE/DECREASE (B-C+D)</b>		(8,704)	(1,952)	25,456	61,776	11,920	80,464	(177,025)	71,058	73,148	71,900	34,940	(87,675)	(6,122)	149,184
<b>F. ENDING CASH (A + E)</b>		2,834	882	26,338	88,114	100,034	180,498	3,473	74,531	147,679	219,579	254,519	166,844		
<b>G. ENDING CASH, PLUS ACCRUALS</b>															160,722

Expenses	2,652,866
Days per year	365
Exp per day	7,268
Cash	166,844
Days Cash On Hand	23
Cash + Deferral	160,722
	22
Cash + Deferral - AP	271,249
	37

**Item C**

**Rocklin Academy Family of Schools  
2018-2020 Certificated Teachers Salary Schedule**

<b>Level</b>	<b>190 Days*</b>
1	\$ 47,679
2	\$ 48,156
3	\$ 50,082
4	\$ 51,584
5	\$ 53,132
6	\$ 55,789
7	\$ 58,601
8	\$ 60,360
9	\$ 62,171
10	\$ 63,414
11	\$ 65,317
12	\$ 65,970
13	\$ 67,289
14	\$ 69,308
15	\$ 71,388
16	\$ 72,102
17	\$ 74,265
18	\$ 75,008
19	\$ 77,258
20	\$ 78,031
21	\$ 80,372
22	\$ 81,176
23	\$ 82,799

\* TOSA's: Up to 5 additional, mutually agreed upon days

<b>SALARY STIPENDS</b>			
<b>Education</b>		<b>Longevity of Employment</b>	
<b>Advanced Degree</b>	<b>\$2,500</b>	<b>10 years</b>	<b>\$ 1,500</b>
<b>2nd Advanced Degree</b>	<b>\$1,250</b>	<b>15 years</b>	<b>\$ 3,000</b>
		<b>20 years</b>	<b>\$ 6,000</b>

**Service credit of up to 13 years = Maximum Entry at Step 14**

**Intern                \$41,496**

**Board Approved 5/19/2014**

**Revised 3/16/2015:** Service Credit for Teachers

**Revised 5/18/2015:** Retro service credit for teachers hired before 3/1

**Revised 5/20/2016:** 5% on the schedule

**Revised 5/15/2017:** Removal of Psychologist & SLP positions

**Revised 3/19/2018:** Adjusted Schedule; Increased Advanced Degree Stipend; additional days for TOSA's



**EXTRA- & CO-CURRICULAR STIPEND SCHEDULE**

**(Applies to work performed outside the regular work day.)**

Stipends apply to exempt employees, only. Classified & Non-Exempt paid hourly.			
<b><u>ALL SCHOOLS</u></b>			
Board Representative	\$ 250		
Employee Referral	\$1,000		
Developing Site Administrator	\$3,000		
Difficult to Fill/Retain Certificated Positions	\$2,500		
Fieldtrips: Overnight – 4+ nights	\$ 300		
IEP Attendance	\$ 25		
K-12 Articulation Lead	\$2,000		
K-12 Articulation Sub-Committee Team Member	\$ 500		
Leadership Team (High School)	\$2,500		
Leadership Teach (Elementary)	\$1,000		
New Teacher On-Boarding	\$1,000		
PBIS Lead Tier I / Tier II / Tier III Lead	\$ 500		
PBIS Team Member	\$ 250		
PSP Representative	\$ 250		
Summer School (Assessments) [Daily Rate]	\$ 120	(Assessments)	
Summer School (Credit Recovery / ESY)	\$2,800	(Credit Recovery / ESY)	
Teacher Daily	\$ 200		
	<b>Teacher 1</b>	<b>Teacher 2-4</b>	<b>Teacher 5+</b>
Teacher Induction Program Coach	\$1,800	\$1,000	\$160
<b><u>ELEMENTARY</u></b>			
A.C.E.S.	\$ 500		
Student Council Representative	\$ 500		
<b><u>MIDDLE SCHOOL</u></b>			
ASB	\$ 500		
Yearbook	\$ 500		
<b><u>HIGH SCHOOL</u></b>			
AP Testing Coordinator	\$ 500		
ASB	\$1,000		
Ops Committee	\$ 500		
Science Fair	\$500		
WASC Coordinator	\$1,500		
	<b>1-2 Years</b>	<b>3-5 Years</b>	<b>6+ Years</b>
AcaDeca	\$1,475	\$1,515	\$1,555
Drama (1-Fall, 1-Spring)	\$ 845	\$ 890	\$ 935
Music (concerts, competitions, and others)	\$1,475	\$1,515	\$1,555

### **SPORTS**

**Stipends apply to exempt employees, only. Classified & Non-Exempt paid hourly.**

1. The positions and stipends listed below shall be appropriated only at the discretion of RAFOS. All assignments shall be for one year (season) only and renewed at the will of the Principal, Athletic Director and organization.
2. Coaches who switch supervision from one athletic program to another shall retain the same years of service for placement purposes on the compensation pay schedule. Also, coaches can transfer up to two years of verifiable experience in "like" program for pay schedule placement.
3. All athletic seasons begin on the first day that the California Interscholastic Federation (CIF) and/or league allows practice to begin.
4. Coaches who must coach in league or CIF required post-season play shall receive \$130 for each week of additional service or \$11.00 / hour dependent on FLSA designation (Exempt or Non-Exempt).

#### **HIGH SCHOOL**

	1-2 Years	3-5 Years	6+ Years
<b>HOURLY RATE (Non-Exempt Coaches)</b>	CA Minimum Wage	MW+8%	3-5 Yrs +7%
<b>Head Coach</b>			
Basketball (Boys/Girls)	\$2,370	\$2,565	\$2,760
Baseball/Softball	\$2,370	\$2,565	\$2,760
Football	\$2,370	\$2,565	\$2,760
Track	\$2,370	\$2,565	\$2,760
Volleyball (Boys/Girls)	\$2,370	\$2,565	\$2,760
Soccer (Boys/Girls)	\$2,370	\$2,565	\$2,760
Cross Country (Co-Ed)	\$2,370	\$2,565	\$2,760
Cheerleading & Dance (Fall/Winter)	\$2,370	\$2,565	\$2,760
<b>Assistant Coach</b>			
Football (1)	\$1,884	\$2,040	\$2,195
Track (1)	\$1,884	\$2,040	\$2,195
Cross Country (1)	\$1,884	\$2,040	\$2,195
<b>Athletics Specialist</b>			
	\$1,884	\$2,040	\$2,195

#### **MIDDLE SCHOOL**

	1-2 Years	3-5 Years	6+ Years
Basketball (B/G), Cross Country (Co-Ed), Soccer (B/G), Track, Volleyball (G); Flag FB; Cheer			
<b>Coach</b>	\$1,090	\$1,280	\$1,480
<b>MS Athletic Support (1/season)</b>	\$ 500	\$ 500	\$ 500

#### **ASB / PSP SUPPORTED STIPENDS**

	1-2 Years	3-5 Years	6+ Years
<b>VARSITY – Assistant Coach</b>	\$1,884	\$2,040	\$2,195
<b>JUNIOR VARSITY – Head Coach</b>			
[Baseball, Softball, Basketball (Boys/Girls) 2; Volleyball (Boys/Girls) 2; Soccer (Boys/Girls) 2; Assistant Football Coach]	\$1,090	\$1,280	\$1,480

#### **ELEMENTARY**

<b>Cross Country Coach</b>	\$ 800
<b>Dance Showcase</b>	\$ 500

**Rocklin Academy Family of Schools**  
**Classified EXEMPT Pay Schedule**

Range #	Class Title	# of Days
8	Facilities Manager	260
9	Nutrition Services Manager	192
12	Children's Programs Manager	260
15	Information Technology Manager	216
18	School Site Operations Manager	215

**ANNUAL SALARY**

8	49,275	50,253	51,251	52,270	53,310	54,371	55,453	56,555	57,678	58,822	60,008	61,214	62,442	63,690
9	37,294	38,047	38,808	39,584	40,375	41,183	42,007	42,847	43,704	44,578	45,469	46,379	47,306	48,252
12	55,185	56,299	57,425	58,574	59,745	60,940	62,159	63,402	64,670	65,963	67,283	68,628	70,001	71,401
15	50,097	51,108	52,131	53,173	54,237	55,321	56,428	57,556	58,708	59,882	61,079	62,301	63,547	64,818
18	54,489	55,589	56,701	57,835	58,992	60,171	61,375	62,602	63,854	65,131	66,434	67,763	69,118	70,500

**DAILY RATE**

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14
2	163.20	166.48	169.84	173.20	176.64	180.16	183.76	187.44	191.20	195.04	198.96	202.96	207.04	211.20
3	167.36	170.72	174.16	177.68	181.20	184.80	188.48	192.24	196.08	200.00	204.00	208.08	212.24	216.48
4	171.68	175.12	178.64	182.24	185.92	189.60	193.36	197.20	201.12	205.12	209.20	213.36	217.60	221.92
5	175.68	179.20	182.80	186.48	190.24	194.08	198.00	201.92	205.92	210.00	214.24	218.56	222.96	227.44
6	180.08	183.68	187.36	191.12	194.96	198.88	202.88	206.96	211.12	215.36	219.68	224.08	228.56	233.12
7	184.80	188.48	192.24	196.08	200.00	204.00	208.08	212.24	216.48	220.80	225.20	229.68	234.24	238.96
8	189.52	193.28	197.12	201.04	205.04	209.12	213.28	217.52	221.84	226.24	230.80	235.44	240.16	244.96
9	194.24	198.16	202.12	206.17	210.29	214.49	218.78	223.16	227.62	232.18	236.82	241.56	246.39	251.31
10	200.07	204.10	208.19	212.35	216.60	220.93	225.35	229.86	234.45	239.14	243.92	248.80	253.78	258.85
11	206.07	210.23	214.43	218.72	223.10	227.56	232.11	236.75	241.49	246.32	251.24	256.27	261.39	266.62
12	212.25	216.53	220.87	225.28	229.79	234.38	239.07	243.85	248.73	253.71	258.78	263.95	269.23	274.62
13	218.62	223.03	227.49	232.04	236.68	241.42	246.24	251.17	256.19	261.32	266.54	271.87	277.31	282.86
14	225.18	229.72	234.32	239.00	243.78	248.66	253.63	258.70	263.88	269.16	274.54	280.03	285.63	291.34
15	231.93	236.61	241.35	246.17	251.10	256.12	261.24	266.47	271.79	277.23	282.77	288.43	294.20	300.08
16	238.89	243.71	248.59	253.56	258.63	263.80	269.08	274.46	279.95	285.55	291.26	297.08	303.02	309.09
17	246.06	251.02	256.04	261.16	266.39	271.72	277.15	282.69	288.35	294.11	300.00	306.00	312.12	318.36
18	253.44	258.55	263.72	269.00	274.38	279.87	285.46	291.17	297.00	302.94	309.00	315.18	321.48	327.91
19	261.04	266.31	271.64	277.07	282.61	288.26	294.03	299.91	305.91	312.03	318.27	324.63	331.12	337.75
20	268.87	274.30	279.79	285.38	291.09	296.91	302.85	308.91	315.08	321.39	327.81	334.37	341.06	347.88

**Longevity**

Years 10+: \$1,200

Rev. 5/18/2015

Rev. 5/15/2017

Rev. 12/11/2017: Replace Preschool Program Director with Children's Programs Manager

Rev. 5/20/2019: Add School Site Operations Manager

Rev. 6/17/2019: Relevel IT Manager; Relevel Nutrition Svcs Mgr

# Rocklin Academy Family of Schools Classified NON-EXEMPT Pay Schedule

MINIMUM WAGE	2019 \$12.00	2020 \$13.00	2021 \$14.00
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POSITION	Range
Food Services Point of Sale	7
Yard Duty Aide	9
Lead Yard Duty Aide; Campus Monitor; Instructional Aide	11
Assistant Cook	12
Special Ed Instructional Aide	14
Health Assistant, School Clerk	15
Special Ed Instructional Aide II (Only for employees in this position pre-2019)	17
School Secretary; Attendance Clerk; Custodian; Food Services Coordinator	18
Assistant to Asst Principal; HS Registrar; College & Career Tech; Counseling Tech	20
Admin Assistant to Principal	21
School Site Business Tech; Lead Custodian	22
Assistant to Director	25
Technician, Charter Mgmt Office	26
Instructor	28
Information Technology Technician; Technician II, Charter Mgmt Office	29
SIS Administrator	34
Exec. Assistant to Superintendent	37

Range	1	2	3	4	5	6	7	8	9	10	11	12	13	14
5	11.36	11.59	11.81	12.05	12.29	12.54	12.78	13.04	13.30	13.57	13.83	14.11	14.39	14.68
6	11.63	11.87	12.10	12.35	12.60	12.84	13.10	13.36	13.63	13.89	14.17	14.46	14.75	15.05
7	11.92	12.15	12.40	12.65	12.91	13.16	13.43	13.70	14.00	14.26	14.54	14.83	15.13	15.43
8	12.22	12.46	12.71	13.00	13.23	13.49	13.76	14.04	14.32	14.61	14.89	15.19	15.50	15.81
9	12.54	12.78	13.04	13.30	13.57	13.83	14.11	14.39	14.68	14.97	15.26	15.57	15.88	16.20
10	12.83	13.09	13.35	13.62	13.88	14.16	14.45	14.74	15.04	15.34	15.65	15.95	16.27	16.60
11	13.14	13.41	13.68	14.00	14.23	14.52	14.81	15.11	15.41	15.72	16.04	16.36	16.69	17.02
12	13.48	13.75	14.03	14.31	14.60	14.88	15.18	15.48	15.79	16.11	16.43	16.76	17.10	17.44
13	13.82	14.10	14.38	14.67	14.96	15.25	15.56	15.87	16.19	16.51	16.84	17.18	17.52	17.87
14	14.15	14.43	14.72	15.02	15.32	15.63	15.93	16.25	16.58	16.91	17.25	17.60	17.95	18.31
15	14.51	14.80	15.10	15.40	15.71	16.02	16.34	16.67	17.00	17.33	17.69	18.04	18.40	18.77
16	14.86	15.16	15.46	15.77	16.09	16.41	16.74	17.08	17.42	17.77	18.13	18.49	18.86	19.24
17	15.24	15.55	15.86	16.18	16.50	16.83	17.17	17.51	17.86	18.22	18.58	18.95	19.33	19.72
18	15.63	15.93	16.25	16.58	16.91	17.25	17.60	17.95	18.31	18.68	19.06	19.44	19.83	20.22
19	16.03	16.35	16.68	17.01	17.35	17.70	18.05	18.41	18.78	19.15	19.53	19.92	20.32	20.72
20	16.41	16.74	17.08	17.42	17.77	18.13	18.49	18.86	19.24	19.62	20.01	20.41	20.83	21.24
21	16.83	17.17	17.51	17.86	18.22	18.58	18.95	19.33	19.72	20.12	20.52	20.93	21.35	21.77
22	17.25	17.60	17.95	18.31	18.68	19.06	19.44	19.83	20.22	20.62	21.03	21.45	21.89	22.32
23	17.69	18.04	18.40	18.77	19.14	19.52	19.91	20.31	20.71	21.13	21.55	21.98	22.42	22.88
24	18.13	18.49	18.86	19.24	19.62	20.01	20.41	20.83	21.24	21.66	22.09	22.54	22.99	23.45
25	18.58	18.95	19.33	19.72	20.12	20.52	20.93	21.35	21.77	22.21	22.65	23.10	23.57	24.04
26	19.06	19.44	19.83	20.22	20.62	21.03	21.45	21.89	22.32	22.76	23.22	23.68	24.15	24.64
27	19.53	19.92	20.32	20.72	21.14	21.56	21.99	22.43	22.89	23.34	23.80	24.28	24.76	25.26
28	20.01	20.41	20.83	21.24	21.66	22.09	22.54	22.99	23.45	23.93	24.40	24.88	25.38	25.88
29	20.49	20.90	21.32	21.74	22.18	22.62	23.07	23.54	24.01	24.49	24.99	25.49	26.01	26.53
30	21.01	21.43	21.87	22.30	22.74	23.20	23.66	24.13	24.62	25.11	25.62	26.13	26.66	27.19
31	21.55	21.98	22.42	22.88	23.33	23.79	24.27	24.75	25.25	25.75	26.27	26.79	27.33	27.87
32	22.10	22.55	23.00	23.46	23.94	24.41	24.90	25.39	25.89	26.41	26.93	27.47	28.02	28.57
33	22.62	23.07	23.54	24.01	24.49	24.99	25.49	26.00	26.51	27.04	27.58	28.14	28.71	29.28
34	23.19	23.65	24.12	24.61	25.10	25.61	26.12	26.65	27.18	27.73	28.28	28.85	29.43	30.01
35	23.79	24.27	24.75	25.25	25.75	26.27	26.79	27.33	27.87	28.43	28.99	29.57	30.16	30.77
36	24.40	24.88	25.38	25.88	26.40	26.92	27.46	28.01	28.56	29.13	29.72	30.31	30.92	31.54
37	25.03	25.51	26.03	26.53	27.07	27.59	28.15	28.71	29.27	29.85	30.47	31.07	31.70	32.33
38	25.67	26.15	26.69	27.19	27.75	28.27	28.85	29.42	29.99	30.58	31.24	31.85	32.50	33.14
39	26.33	26.80	27.37	27.87	28.45	28.97	29.57	30.15	30.73	31.34	32.02	32.64	33.32	33.97
40	27.00	27.48	28.06	28.56	29.17	29.68	30.31	30.90	31.50	32.11	32.83	33.46	34.16	34.82

**Longevity Stipend**  
10+ Years = \$950/year

Rev. 5/18/2015  
 Rev. 6/14/2016 Add SpEd Aide II, Health Assistant, Campus Monitor, Business Tech  
 Rev. 7/18/2016 Add Counseling Tech  
 Rev. 5/15/2017 Realign multiple position ranges based on compensation study  
 Rev. 6/17/2019 Realign multiple position ranges based on compensation study



**Rocklin Academy Family of Schools  
Children's Programs NON-EXEMPT Pay Schedule**

Position	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14
<b>Preschool Teacher</b>	13.14	13.41	13.68	13.96	14.23	14.52	14.81	15.11	15.41	15.72	16.04	16.36	16.69	17.02
<b>Clerk</b>	14.51	14.80	15.10	15.40	15.71	16.02	16.34	16.67	17.00	17.33	17.69	18.04	18.40	18.77
<b>Before/After School Aide</b>	13.14	13.41	13.68	13.96	14.23	14.52	14.81	15.11	15.41	15.72	16.04	16.36	16.69	17.02
<b>Assistant Director/Teacher</b>	15.24	15.55	15.86	16.18	16.50	16.83	17.17	17.51	17.86	18.22	18.58	18.95	19.33	19.72
<b>Secretary</b>	15.63	15.93	16.25	16.58	16.91	17.25	17.60	17.95	18.31	18.68	19.06	19.44	19.83	20.22
<b>Site Leader</b>	16.83	17.17	17.51	17.86	18.22	18.58	18.95	19.33	19.72	20.12	20.52	20.93	21.35	21.77
<b>Business Technician</b>	17.25	17.60	17.95	18.31	18.68	19.06	19.44	19.83	20.22	20.62	21.03	21.45	21.89	22.32

Adopted 5/18/2015

Rev. 4/16/2018

Rev. 6/17/2019: Add Site Leader; Relevel positions

**Rocklin Academy Family of Schools**  
**2018-2020 SLP / Counselor / Nurse Salary Schedule**

<b>SLP</b>		
<b>Level</b>	<b>194 Days</b>	
1	\$	68,911
2	\$	69,600
3	\$	73,080
4	\$	73,080
5	\$	74,542
6	\$	79,015
7	\$	79,015
8	\$	82,966
9	\$	82,966
10	\$	87,114
11	\$	87,114
12	\$	88,856
13	\$	88,856
14	\$	93,299
15	\$	93,299
16	\$	93,299
17	\$	95,165
18	\$	95,165
19	\$	95,165
20	\$	97,068
21	\$	97,068

<b>COUNSELOR</b>		
<b>Level</b>	<b>194 Days</b>	
1	\$	65,914
2	\$	66,573
3	\$	69,902
4	\$	69,902
5	\$	71,300
6	\$	71,300
7	\$	75,578
8	\$	79,357
9	\$	79,357
10	\$	83,325
11	\$	83,325
12	\$	84,992
13	\$	84,992
14	\$	87,542
15	\$	87,542
16	\$	87,542
17	\$	89,293
18	\$	89,293
19	\$	89,293
20	\$	91,079
21	\$	91,079

Intern	\$41,496		
SALARY STIPENDS			
Education		Longevity of Employment	
Advanced Degree	\$2,500	10 years	\$ 1,500
2nd Adv. Degree	\$1,250	15 years	\$ 3,000
		20 years	\$ 6,000

**Service credit of up to 13 years = Maximum Entry at Step 14**

5/15/2017: Removal from Teacher Salary Schedule  
**3/19/2018: SLP Adjust at Level 6; No other changes.**

<b>NURSE</b>		
<b>Level</b>	<b>194 Days</b>	
1	\$	63,211
2	\$	64,475
3	\$	67,699
4	\$	67,699
5	\$	70,407
6	\$	73,223
7	\$	76,152
8	\$	79,960
9	\$	79,960
10	\$	83,958
11	\$	83,958
12	\$	85,637
13	\$	85,637
14	\$	89,919
15	\$	89,919
16	\$	91,717
17	\$	91,717
18	\$	93,551
19	\$	93,551
20	\$	95,422
21	\$	95,422

**Rocklin Academy Family of Schools  
2018-2020 Psychologist Salary Schedule**

<b>Level</b>	<b>194 Days</b>
1	\$ 74,772
2	\$ 77,763
3	\$ 80,874
4	\$ 84,918
5	\$ 87,466
6	\$ 89,215
7	\$ 90,999
8	\$ 92,819
9	\$ 94,675
10	\$ 95,622

<b>SALARY STIPENDS</b>			
<b>Education</b>		<b>Longevity of Employment</b>	
Masters OR PhD/EdS	\$2,500	10 years	\$1,500
		15 years	\$3,000
		20 years	\$6,000

**Service credit of up to 6 years = Maximum entry at Step 7**

**Intern                      \$41,496**

5/15/2017: Removed from Teacher Salary Schedule

**3/19/2018: Increase an average of 4% on Schedule**

**Item D**



# CharterSAFE

## EVIDENCE OF COVERAGE BOUND

THE EVIDENCE OF COVERAGE BOUND BELOW HAVE BEEN ISSUED TO THE NAMED MEMBER LISTED HEREIN FOR THE COVERAGE PERIOD INDICATED, NOTWITHSTANDING ANY AGREEMENT, TERM, OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT TO WHICH THIS DECLARATION OF COVERAGE AND LIMITS MAY PERTAIN. THE COVERAGE AFFORDED UNDER THE COVERAGE AREAS LISTED BELOW IS SUBJECT TO ALL THE TERMS, CONDITIONS, AND EXCLUSIONS ESTABLISHED IN THE MEMORANDUM OF COVERAGE AND/OR APPLICABLE POLICIES. LIMITS SHOWN MAY BE OR HAVE BEEN REDUCED BY PAID CLAIMS FOR THE COVERAGE PERIOD INDICATED.

**Effective Date:** July 1, 2019 12:01 AM - July 1, 2020 12:01 AM

**Named Member:**

The Rocklin Academy  
2204 Plaza Drive  
Rocklin, CA 95765

**Coverage Provided by (CP):**

Coverage Provider Addendum is available upon request. Please reach out to your CharterSAFE primary representative.

**Core Liability Program**

**Coverage Limits: \$30,000,000 Per Member Aggregate**

**The Core Liability Program breaks down as follows:**

CP	COVERAGES	SCHEDULE OF LIMITS
A,V, L	<b><u>Directors &amp; Officers, Employment Practices, and Fiduciary Liability *</u></b> <div> <div>Directors &amp; Officers Liability (D&amp;O)</div> <div>Deductible: \$5,000 per claim Continuity Date: 07/01/2011</div> </div> <div> <div>Employment Practices Liability (EPL)</div> <div>Deductible: \$35,000 per claim Continuity Date: 07/01/2011</div> </div> <div> <div>Fiduciary Liability</div> <div>Deductible: \$0 Continuity Date: 07/01/2012</div> </div>	<div>\$2,000,000 per claim/aggregate</div> <div>\$2,000,000 per claim/aggregate</div> <div>\$1,000,000 per claim/aggregate</div>
A,H	<b><u>General Liability</u></b> <div>Deductible: \$500 per occurrence for losses arising out of participation in <i>High Risk Activities</i>**</div> <div>General Liability includes Damage to Premises Rented, Products-Completed Operations, and Personal and Advertising Injury</div> <div>Premises Medical Payment Sublimit</div> <b><u>Employee Benefits Liability</u></b>  <b><u>Educator's Legal Liability</u></b> <div>Deductible: \$2,500 per occurrence</div> <div>IEP (Individualized Educational Program) Defense Sublimit</div> <div>Deductible: \$7,500 per occurrence</div> <b><u>Sexual Abuse Liability</u></b>  <b><u>Law Enforcement Activities Liability</u></b>	<div><b>\$2,000,000 per occurrence</b></div> <div>\$10,000 per person sublimit \$50,000 per occurrence sublimit</div> <div><b>\$2,000,000 per occurrence</b></div> <div><b>\$2,000,000 per occurrence</b></div> <div>\$50,000 per occurrence/aggregate sublimit</div> <div><b>\$2,000,000 per occurrence</b></div> <div><b>\$2,000,000 per occurrence</b></div>

# CharterSAFE

	<p><b><u>Automobile</u></b> Includes Autos scheduled with CharterSAFE, non-owned autos and hired autos</p> <p><b>Auto Liability</b>  Uninsured/Underinsured Sublimit  Automobile Medical Payment Sublimit</p> <p><b>Auto Physical Damage</b> <b>Deductible:</b> \$500 per occurrence for Hired auto Physical Damage</p>	<p><b>\$2,000,000 per occurrence</b></p> <p>\$1,000,000 per occurrence sublimit</p> <p>\$10,000 per person sublimit \$50,000 per occurrence sublimit</p> <p><b>\$1,000,000 per occurrence</b></p>
B,C, H,R, W	<p><b><u>Excess Reinsurance</u></b> Applies to the following coverage areas:</p> <ul style="list-style-type: none"> <li>General Liability, <u>excluding</u> Damage to Premises Rented</li> <li>Employee Benefits Liability</li> <li>Educator's Legal Liability, <u>excluding</u> IEP Defense sublimit</li> <li>Sexual Abuse Liability***</li> <li>Law Enforcement Activities Liability</li> <li>Automobile Liability, <u>excluding</u> Auto Physical Damage</li> <li>D&amp;O and EPL <u>excluding</u> Fiduciary Liability</li> </ul>	<p>\$28,000,000 per occurrence/claim based on underlying coverage</p> <p>\$28,000,000 aggregate</p> <p>Note: Coverage over the underlying \$2,000,000 to make a total of \$30,000,000</p>

\*\*\***New Requirement:** Sexual Abuse Prevention Training by CharterSAFE & Child Abuse Mandated Report Training for all employees is **REQUIRED** to be completed within 90 days of CCS JPA implementation of the training to maintain the full \$30,000,000 limit for sexual abuse liability. If training is not completed within the 90 days, the maximum sexual abuse liability limit is \$10,000,000 per occurrence and aggregate.

## Crime

A	<p><b><u>Crime</u></b> Monies and Securities <b>Deductible:</b> \$500 per occurrence</p> <p>Computer &amp; Funds Transfer Fraud <b>Deductible:</b> \$500 per occurrence</p> <p>Forgery or Alteration <b>Deductible:</b> \$500 per occurrence</p> <p>Employee Dishonesty <b>Deductible:</b> Varies*</p>	<p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p>
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\*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible. Refer to the Memorandum of Coverage (MOC) for the detailed tiered deductibles.

# CharterSAFE

## Property

A,F, G,I, K,O, V,X, Y	<p><b><u>Property</u></b></p> <p><b>Valuation:</b> Replacement Cost</p> <p>Total Insured Value: (Building Value + Content Value + EDP)</p> <p><b>Deductible:</b> \$1,000 per occurrence*</p> <p>Building (including tenant improvements and betterments)</p> <p>Personal Property - Contents &amp; Electronic Data Processing</p> <p>Builder's Risk - As scheduled with CharterSAFE for projects over \$200,000</p> <p>Boiler and Machinery / Equipment Breakdown</p> <p>Business Interruption - \$10,000,000</p> <p>Extra Expense - \$10,000,000</p>	<p>As scheduled with CharterSAFE subject to the maximum limit of \$150,000,000 per occurrence.</p> <p>See "Exposures &amp; Locations" section</p>
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\*WATER DAMAGE Deductible is subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims at the location of loss on your loss history will increase the deductible. Refer to the Memorandum of Coverage (MOC) for the detailed tiered deductibles.

## Student & Volunteer Accident

A,S	<p><b><u>Student Accident and Volunteer Accident</u></b></p> <p><b>Deductible:</b> \$500 per incident for losses arising out of participation in <i>High Risk Activities</i>**</p> <p>Student Accident</p> <p>Volunteer Accident</p>	<p>\$50,000 per incident</p> <p>\$25,000 per incident</p>
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## Additional Program Coverages

A,M	<p><b><u>Pollution Liability and First Party Remediation</u></b></p> <p><b>Deductible:</b> \$10,000 per occurrence</p>	<p>\$1,000,000 per pollution condition</p> <p>\$5,000,000 aggregate for all CharterSAFE members combined</p>
A,Q, P	<p><b><u>Terrorism Liability*</u></b></p>	<p>\$5,000,000 per occurrence/aggregate for all CharterSAFE members combined</p>
A,Q, P	<p><b><u>Terrorism Property</u></b></p> <p><b>Deductible:</b> \$1,000 per occurrence</p> <p>Total insured Value (Building Value + Content Value + EDP)</p>	<p>As scheduled with CharterSAFE subject to the maximum limit of \$20,000,000 per occurrence.</p> <p>See "Exposures &amp; Locations" section</p>
A,N	<p><b><u>Cyber Liability*</u></b></p> <p><b>Deductible:</b> \$2,500 per claim</p>	<p>\$1,000,000 per claim</p> <p>\$5,000,000 aggregate for all CharterSAFE members combined</p>

# CharterSAFE

Workers' Compensation		
A,U	<b><u>Workers' Compensation</u></b> Workers' Compensation <b>Workers' Compensation rate:</b> \$1.136 per \$100 of payroll  Employer's Liability	Statutory  \$5,000,000 per accident \$5,000,000 per disease per employee \$5,000,000 per disease policy limit

\* Claims-Made coverage. Coverage applies only to claims made against the Named Member during the Period of Coverage and Reported during the Period of Coverage.

\*\* A list of High Risk Activities is available at [www.chartersafe.org](http://www.chartersafe.org) or you may contact Carly Weston ([cweston@chartersafe.org](mailto:cweston@chartersafe.org) / 818-394-6547) from CharterSAFE's Risk Management Team.

The Evidence of Coverage Bound is issued as a matter of information only to Named Members for their internal use and confers no rights upon any viewer of this Evidence of Coverage Bound other than those provided for in the Memorandum of Coverage and/or applicable policies. This Evidence of Coverage Bound does not amend, extend, or alter the coverage described within the Memorandum of Coverage and/or applicable policies and may only be copied, printed, used, and viewed by the Named Member. Any other use, duplication, or distribution of this Evidence of Coverage Bound without the prior written consent of CharterSAFE is prohibited.



# CharterSAFE

## EXPOSURES & LOCATIONS

Location Address(es)	Students	Employees	Payroll
Rocklin Academy Gateway Bldg. 1: 6550 Lonetree Blvd.	1,016	103	\$5,283,814.00
Rocklin Academy Gateway Bldg. 2 & Preschool: 6552 Lonetree Blvd.	274	20	\$475,418.00
Rocklin Academy Gateway Bldg. 3: 6554 Lonetree Blvd.	90	6	\$237,709.00
Rocklin Academy Meyers: 5035 Meyers Street	186	14	\$758,042.00
Rocklin Academy Turnstone: 6532 Turnstone Way	372	38	\$1,509,302.00
The Rocklin Academy (Business Office): 2204 Plaza Dr. Suite 200	0	20	\$1,028,478.00
Western Sierra Collegiate Academy (WSCA): 660 Menlo Drive	733	67	\$3,603,566.00
<b>Total:</b>	<b>2,671</b>	<b>268</b>	<b>\$12,896,329.00</b>

## Vehicles

None scheduled.

## Locations

# CharterSAFE

Location Address(es)	Building Value	Content Value	Electronic Data Processing (EDP)	Total Insured Value (TIV)
Rocklin Academy Gateway Bldg. 1: 6550 Lonetree Blvd. 6550 Lonetree Blvd. Rocklin, CA 95765	\$0	\$660,000	\$280,020	\$940,020
Rocklin Academy Gateway Bldg. 2 & Preschool: 6552 Lonetree Blvd. 6552 Lonetree Blvd. Rocklin, CA 95765	\$0	\$132,000	\$56,000	\$188,000
Rocklin Academy Gateway Bldg. 3: 6554 Lonetree Blvd. 6554 Lonetree Blvd. Rocklin, CA 95765	\$0	\$132,000	\$56,000	\$188,000
Rocklin Academy Meyers: 5035 Meyers Street 5035 Meyers Street Rocklin, CA 95765	\$0	\$120,000	\$104,500	\$224,500
Rocklin Academy Turnstone: 6532 Turnstone Way 6532 Turnstone Way Rocklin, CA 95765	\$0	\$240,000	\$211,000	\$451,000
The Rocklin Academy (Business Office): 2204 Plaza Dr. Suite 200 2204 Plaza Drive, Suite 200 Rocklin, CA 95765	\$0	\$38,000	\$19,000	\$57,000
Western Sierra Collegiate Academy (WSCA): 660 Menlo Drive 660 Menlo Drive Rocklin, CA 95765	\$7,818,500	\$1,100,000	\$409,000	\$9,327,500
<b>Total:</b>	<b>\$7,818,500</b>	<b>\$2,422,000</b>	<b>\$1,135,520</b>	<b>\$11,376,020</b>

**Item E**

# How Do We Know This Works?

## An Overview of Research on Core Knowledge (January 2004)

Teachers, principals and parents often ask, “How do we know Core Knowledge works? Is there any evidence for its effectiveness?” This article is meant to answer those questions by providing a brief overview of some of the most recent and most relevant research.

We have divided this overview into two sections. The first section treats direct evidence; the second looks at indirect evidence. By direct evidence we mean research on Core Knowledge schools — research showing that Core Knowledge can help lift student scores and close the gap between the more and less disadvantaged students. By indirect evidence, we mean other studies that confirm the validity of the central ideas behind Core Knowledge, for example, studies that show that the possession of cultural literacy is strongly correlated with academic and economic success, and studies that show that nations with core curricula tend to outperform nations that lack such core curricula on international tests.

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### Part I: Direct Evidence

Studies of the effects of implementation of Core Knowledge in American schools have generally been very favorable. A growing body of evidence suggests that Core Knowledge fosters excellence and equity. It fosters excellence by improving student performance, boosting enthusiasm, and laying the groundwork for future learning. It fosters equity by ensuring that all students have the benefit of a rich curriculum and narrowing the gap between high- and low-performing students.

#### A. The Oklahoma City Study

In the summer of 2000 administrators in Oklahoma City completed a series of carefully controlled, independent studies on the effects of Core Knowledge in public schools in their district. Oklahoma City Public Schools (OCPS) is an urban district with 67 elementary schools. The ethnic make-up of the district is 39% African-American, 36% European-American, 18% Hispanic, 5% Asian American and 2% Native American. At the time when the studies were done, about half of the district’s elementary schools were using the Core Knowledge curriculum.

Researchers began by determining which students in Oklahoma City were being taught the Core Knowledge curriculum and which were not. Next, they used a computer to randomly match students in Core Knowledge classrooms with similar students in non-Core Knowledge schools. The computer matched students with the same characteristics on seven variables: grade level, sex, race/ethnicity, free-lunch eligibility, Title-I eligibility, special-education eligibility, and pre-score on the Iowa Test of Basic Skills (ITBS). This matching procedure yielded 339 matched pairs of Core Knowledge students and non-CK students. The two groups were statistically indistinguishable, except that the members of one group were taught Core Knowledge while the members of the other group were not.

Since the two groups of students were so precisely matched at the beginning of the school year, one would expect them to post virtually identical average scores at the end of the school year. In fact, however, the students who had spent the year in Core Knowledge classrooms outscored the control students in seven of the eight categories on the ITBS. The Core Knowledge students posted significantly higher scores in reading comprehension (58.1 vs. 55.1), vocabulary (59.8 vs. 55.3), science (58.7 vs. 55.8), math concepts (61.4 vs. 59.2), and social studies (58.3 vs. 53.4). The greatest gains — in reading comprehension, vocabulary, and social studies — were computed to be statistically “highly significant.”





The initial study looked at ITBS results for the 1998-1999 school year. The researchers had hoped to follow up by looking at ITBS results for the 1999-2000 school year, but the district decided not to use the ITBS at the conclusion of the school year, making it impossible to compare before and after results for 1999-2000. The researchers therefore decided to examine the ITBS results for a previous academic year, 1997-1998. Again students were randomly matched according to the seven variables listed above, and again the Core Knowledge students were found to have outperformed their peers in almost all categories on the ITBS.

Core Knowledge students achieved “significant” or “highly significant” advantages in reading comprehension (57.6 vs. 53.1), reading vocabulary (58.8 vs. 54.7), language usage (62.0 vs. 56.3), math concepts (59.3 vs. 56.3), math computation (64.2 vs. 60.7), and social studies (60.4 vs. 56.0).

It is significant that Core Knowledge students posted especially strong scores in reading vocabulary during both of the years examined. Vocabulary is a particularly important area, since it is the single best predictor of academic achievement, and an area in which the gap between ethnic and racial groups has proved to be especially difficult to overcome.

In addition to the ITBS, The Oklahoma researchers also looked at students’ performance on the Oklahoma Criterion-Referenced Tests (CRTs). Researchers chose to focus on reading and social studies, two areas where students had shown highly significant gains on the ITBS. Students were matched according to the seven variables, as before.

The Core Knowledge students scored higher on all four of the reading objectives and all six of the history and geography objectives. In reading, Core Knowledge students averaged 26.65 correct answers out of a possible 36, or 76%, while non-Core Knowledge students averaged only 22.88 correct answers, or 63%. In history and geography, Core Knowledge students averaged 46.66 correct answers (70%), versus 40.64 (61%) for the control group.

These last findings are interesting because they show that Core Knowledge can improve student performance, not only on norm-based tests like the ITBS but also on criterion-based tests like the Oklahoma CRTs — even when those tests are not based on the Core Knowledge curriculum. This finding might seem hard to accept at first. One might think that the best way to prepare students to meet state standards would be to discard all other standards, thus leaving no distractions. But the Oklahoma results indicate that schools can actually improve students’ performance on state tests by combining the Core Knowledge curriculum with their state standards. A simple example can show why this can be an effective tactic.

One of the Oklahoma CRT standards asked students to recognize central personalities and important events of the Civil War. The Core Knowledge Sequence also covers the Civil War, but it provides more specific guidance: it identifies some of the central personalities (Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, Jefferson Davis) and some of the most important events (shelling of Fort Sumter, Battles of Bull Run, Gettysburg, and Antietam, the Emancipation Proclamation, Gettysburg Address, surrender at Appomattox). The Foundation also offers books and lesson plans on these topics. In other words, the Core Knowledge Sequence and its supporting materials can help flesh out the state standards and boost academic achievement.

Standardized tests are important, but they are not the only measures of academic success. The Oklahoma City study also looked at teacher satisfaction with Core Knowledge. Teachers were asked if they were satisfied with Core Knowledge’s impact on students’ learning. 135 said they were satisfied, 51 said they were somewhat satisfied, 32 had no opinion, and one checked “somewhat dissatisfied.” None of the more than 200 teachers

polled reported “strong dissatisfaction.” What’s more, the extent of teacher’s satisfaction was found to increase with time: the longer a teacher taught Core Knowledge, the more likely that teacher was to report strong satisfaction.

Teachers also reported that the Core Knowledge curriculum increased students’ enthusiasm for learning. 150 teachers were satisfied on this point, 46 somewhat satisfied, and 24 had no opinion. None of the 220 teachers questioned indicated even mild dissatisfaction on this point.

## **B. The Johns Hopkins Studies**

During the late 1990s researchers at the Center for the Social Organization of Schools at Johns Hopkins University did a series of studies looking at Core Knowledge’s impact on schools. These studies found evidence that Core Knowledge is associated with many positive changes in schools, and that these positive changes are most pronounced when implementation of Core Knowledge is pursued wholeheartedly.

An early Johns Hopkins study looked at the effects of Core Knowledge implementation in five Maryland schools. Core Knowledge schools were matched with non-Core Knowledge schools with similar numbers of students and similar percentages of students eligible for free or reduced lunch. Researchers also visited each Core Knowledge school and gave teachers questionnaires to assess the degree to which the school was really implementing Core Knowledge.

The researchers then tracked scores on two tests over a five-year period. The two tests used were the Comprehensive Test of Basic Skills, fourth edition (CTBS/4) and the Maryland state test, the MSPAP. Results on MSPAP were mixed and inconclusive, but the researchers found that schools that had achieved at least a moderate level of Core Knowledge implementation had better CTBS/4 scores, especially in reading comprehension. The school with the most consistent and impressive gains in reading comprehension was the school with the greatest level of observed Core Knowledge implementation. The most disappointing final numbers were posted by a school that had abandoned Core Knowledge midway through the study. The full report can be read online at <http://www.csos.jhu.edu/crespar/techReports/Report50.pdf>.

Another Johns Hopkins study widened the focus to look at Core Knowledge schools across the country. Researchers looked at twelve Core Knowledge schools in Colorado, Florida, Ohio, Maryland, Tennessee, Texas, and Washington. Each school was matched with a demographically similar control school in the same district.

Researchers visited each of the Core Knowledge schools five times. During visits they monitored classroom activities and also used an instrument called the Classroom Observation Measure, which has been validated in other studies of elementary classroom instruction. Researchers also surveyed teachers to assess the extent of Core Knowledge implementation.

The Johns Hopkins team found that the degree to which Core Knowledge was implemented was a significant predictor of student achievement gain. Researchers administered two subtests from the Comprehensive Test of Basic Skills, Fourth Edition (CTBS/4). They derived Normal Curve Equivalent Scores (NCEs) from the CTBS/4 Math Concepts and Applications subtest and the Reading Comprehension subtest. When low and high implementing sites were taken together, the effect of Core Knowledge on reading and math achievement was not statistically significant. However, when schools with moderate to high implementation were contrasted with low-implementing sites as controls, the results were more compelling. The Johns Hopkins statisticians reported that the gain difference on standardized tests between low and high implementing schools varied from 8.83 NCEs to 16.28 NCEs. That is an average rise of about 12 NCEs (similar to percentile points) over the controls, more than half a standard deviation—a very significant gain.



The researchers also created Core Knowledge Achievement Tests in science, language arts, and history and geography. Not surprisingly, students in Core Knowledge schools did better on these tests than students in the “comparison” schools where Core Knowledge was not being taught. This might be seen as too obvious to deserve comment, but in fact these results are important for several reasons. For one thing, they show that students retained much of the Core Knowledge content they were taught, and were able to learn this information without losing ground on other academic indicators, like the CTBS/4 tests. Moreover, since the content taught in Core Knowledge schools is carefully chosen and designed to be cumulative, what students learned is predicted (by E. D. Hirsch, Jr.) to enhance students' vocabulary, reading skill, and learning ability in later grades.

The Core Knowledge Achievement tests were given to all third and fifth graders in the study. Each test had 20 multiple-choice questions; the history and geography test also had one item requiring a written answer. Statistically significant, “educationally meaningful,” achievement gain was found in every subject for both cohorts tested—and once again the largest gains were posted by the most dedicated implementers.

In short, when scores were analyzed according to the degree of implementation attained at each school, the data showed academic improvement was accelerated at sites that were implementing strongly. The researchers commented, “The correlation between level of implementation and effect size indicates that when schools implemented the Core Knowledge Sequence with greater reliability and consistency, students achieved improved scores on all tests. Considering only those schools in which the research staff observed Core Knowledge curriculum and instruction in more than 50 percent of classrooms, one sees marked increases in the effect size favoring Core Knowledge.”

The study also analyzed the impact Core Knowledge has on student engagement. Researchers made three preliminary observations:

First, 10 of 12 Core Knowledge schools were obtaining measures of student engagement in the “highly effective” range.

Second, the two schools with the highest mean student engagement ratings were also schools that had been deemed “highly implementing” and the two schools with the lowest engagement rating were the two schools rated as the lowest implementers.

Third, the data suggested that “students find Core content stimulating.” Researchers noted that this finding “would contradict any assertion that students are ‘turned off’ in schools that strongly implement Core Knowledge.”

Researchers confirmed that the following predicted benefits “were in fact associated with Core Knowledge implementation”:

For students, Core Knowledge does:

- Provide a broad base of knowledge and a rich vocabulary
- Motivate students to learn and create a strong desire to learn more
- Promote the knowledge necessary for higher learning

For the school, Core Knowledge does:

- Provide an academic focus and encourage consistency in instruction
- Provide a plan for coherent, sequenced learning from grade to grade
- Promote a community of learners— adults and children
- Become an effective tool for lesson planning and communication among teachers and with parents
- Guide thoughtful purchases of school resources

Beyond these, the study identified some unexpected benefits:

- Core Knowledge created coordination in the curriculum.
- Implementing Core Knowledge improved the professional lives of teachers. “Core Knowledge was viewed very favorably by teachers and seen as an enhancement to their lives. Overwhelmingly, teachers enthusiastically encouraged their teacher friends to implement Core Knowledge. This is a very important finding.”
- Implementing Core Knowledge led to increased teacher collaboration. Such “genuine collaborative work among teachers that has a focus on the curriculum and instruction is all too rare in education,” the researchers note.
- Core Knowledge enriched students' classroom experience. “Teachers reported that it was not just certain students who were excited by Core, but all students.... The benefits are great for teaching those children who would normally not be exposed to such subjects at home.”
- Core Knowledge challenged conventional assumptions about student ability. “Many teachers reported being initially skeptical that Core Knowledge content was not developmentally appropriate for elementary students. However almost all teachers interviewed found that no matter what students' starting points were — low achieving, average or high achieving — they were able to grasp and gain from learning the Core material.” One teacher commented: “They may be six-year-olds, but they can grasp a lot more knowledge than we thought before we started this.”
- Students built on what they learned previously in Core Knowledge. “Teachers find that in fact students make connections to Core topics they learned in previous grades.... Students make lasting academic connections because of the integration of the curriculum and [its] spiraling structure.”
- Core Knowledge increased students' interest in reading. Teachers report that “students are learning to read bigger words sooner. There's an interest to read and to learn.” At a number of schools, “educators cited the fact that students are more interested in reading non-fiction as one of the main benefits of Core Knowledge.”
- Core Knowledge increased parent satisfaction. “Parents are thrilled, thrilled, thrilled,” according to one teacher, another of whom said, “Our parents are elated with the results of Core.”

Researchers found “no obvious negative outcomes for students.” However, they did note that implementing the program makes heavy demands on teachers, especially during the first year of implementation. In addition, almost every teacher interviewed reported difficulty in finding age-appropriate materials for various units.

Furthermore, the study observed that implementation of Core Knowledge can be impeded if teachers do not have time for group planning and cooperation, if the school lacks money for resources, or if state standards are perceived as more important than Core Knowledge topics.

The full report is available online, [here](#).

### **C. Core Knowledge Schools in Colorado**

One of the states in which the Core Knowledge idea has caught on is Colorado. There are currently more than 50 schools using Core Knowledge in the state. The following chart shows that Core Knowledge schools are



doing quite well on the state's CSAP exam. The results of the 2002 exam are summarized below. They show that large percentages of Core Knowledge schools are posting scores ten, twenty, and even thirty points above the state average. This is additional evidence that implementation of Core Knowledge can go hand-in-hand with success on state exams.

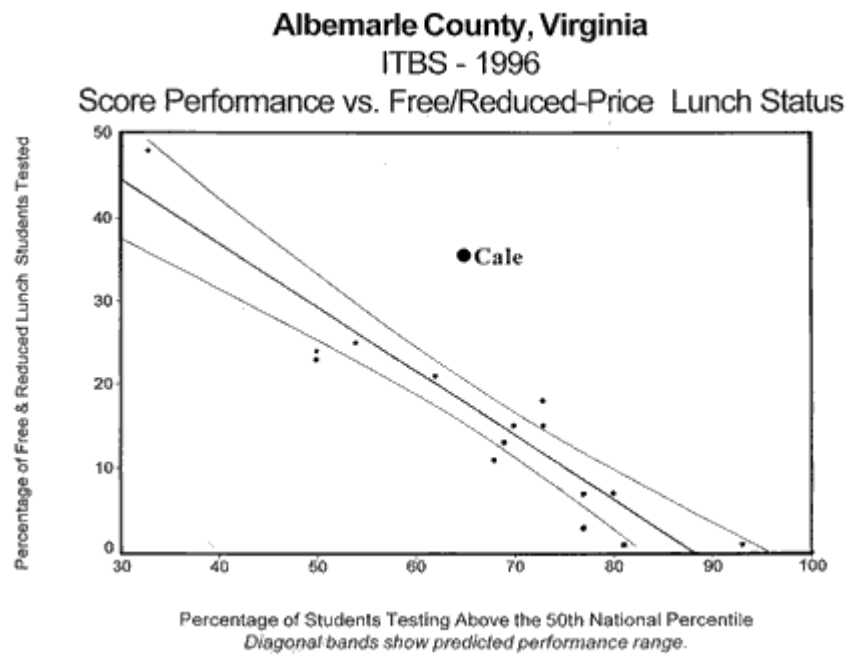
	number of schools	Percentage of schools . . .			
		above state average	at least 10 % points above state average	at least 20 % points above state average	at least 30 % points above state average
3rd Grade Reading	41	80%	63%	32%	0%
3rd Grade Writing	41	80%	66%	54%	24%
4th Grade Reading	41	78%	71%	46%	17%
4th Grade Writing	41	80%	59%	44%	24%
5th Grade Math	42	76%	64%	55%	26%
5th Grade Reading	42	88%	64%	43%	21%
5th Grade Writing	42	79%	55%	50%	33%
6th Grade Math	37	84%	68%	46%	24%
6th Grade Reading	36	81%	64%	39%	11%
6th Grade Writing	36	81%	67%	42%	25%
7th Grade Math	31	81%	61%	36%	29%
7th Grade Reading	31	84%	65%	39%	16%
7th Grade Writing	32	78%	66%	38%	22%
8th Grade Math	29	69%	55%	48%	24%
8th Grade Reading	29	79%	66%	38%	10%
8th Grade Science	29	79%	62%	45%	14%
8th Grade Writing	29	69%	52%	41%	21%

For more details on Core Knowledge schools in Colorado, visit the website maintained by National Core Knowledge Coordinator for Colorado, Holly Hensey, [www.ckcolorado.org](http://www.ckcolorado.org).

## D. Some Individual Schools

Cale Elementary School (Charlottesville, VA), a public school where 34% of students get free or reduced-price lunches, significantly outperformed local schools with a similar demographic profile after it adopted Core Knowledge. In the graph below, the diagonal lines represent the best prediction of the percentage of low-income students who would score above the 50th national percentile on standardized tests (in this case the Iowa Test of

Basic Skills). The dots on the graph show that while most of the district's elementary schools performed within their predicted range, Cale Elementary performed significantly above what would be predicted by the socioeconomic composition of its students.



Cale's principal commented on his schools achievements: "Since we implemented Core Knowledge, our scores for all students have consistently gone up, especially in social studies, science, and math. The scores surprise us because they constantly go up. We are scoring well above the national norms in social studies, above the 75th percentile. That is very good for our diverse population. These are not all middle-class kids. Half of our students taking the Iowa Test of Basic Skills each year come from low-income homes. Our scores defy what you might expect."

Hawthorne Elementary (San Antonio, Texas), has led its mostly Hispanic student body to increased cultural literacy and improved reading skills. Hawthorne is an urban school where 28% of the students have limited English proficiency and 96% receive free or reduced-price lunches. A study published in the *Journal of Education for Students Placed at Risk* examined how students at Hawthorne compared to students in the other 65 elementary schools in the San Antonio Independent School District on the Reading Performance section of the Texas Assessment of Academic Skills (TAAS). The JESPAR study includes the following graph, which illustrates that, while district reading performance is generally consistent across grade levels, with a student pass rate of about 55%, Hawthorne's results show a steep increase in the reading pass rate at consecutive grade levels. At grade 3, Hawthorne's pass rate of 34% is well below that of the district. By grade 5, however, Hawthorne's 67% pass rate far exceeds the district's 56% pass rate.

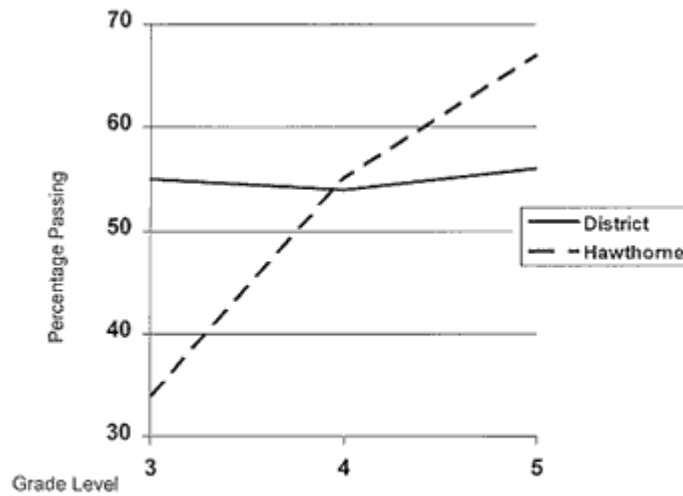


Figure 1: Texas Assessment of Academic Skills Reading Performance.

The authors of the JESPAR study concluded that the carefully sequenced Core Knowledge curriculum does appear to increase achievement at successive grade levels, and also has the potential to help disadvantaged students overcome their disadvantages and achieve academic proficiency.

Three Oaks Elementary (Fort Meyers, FL), a mixed blue-collar/white-collar suburban school with a minority population of 18%, where 40% of students receive free or reduced-price lunch, also made impressive progress after implementing Core Knowledge. In an analysis comparing test scores from Three Oaks and a control school with approximately the same demographic mix, Three Oaks, after using Core Knowledge for three years, reported higher scores than the control school in every category tested. The test used was the California Test of Basic Skills (CTBS). The standard deviation—measuring the spread of scores, from the highest to the lowest—also narrowed by 32 points, indicating that Three Oaks and Core Knowledge had succeeded in lifting low achievers up toward the mean.

## Part II: Indirect Evidence

### A. Cultural Literacy and Success in Grade School



In addition to test results in Core Knowledge schools, research has shown that students with more cultural literacy tend to do better in school. Georgia Kosmoski and her research team looked at the relationship between cultural literacy and academic achievement. They gave the Cultural Literacy Assessment Test (CLAT), a 75-item test of cultural literacy to 611 fifth graders and compared results on the CLAT with scores on the Comprehensive Test of Basic Skills (CTBS). The researchers found a significant positive correlation between cultural literacy and each area of academic achievement for all ethnic and socioeconomic subgroups studied. Whether the students were white, African-American, or Hispanic, the students who scored

high in cultural literacy also tended to score high in academic achievement. The results of the experiments are discussed in an article in *The Journal of Experimental Education*, listed in the bibliography below.

## **B. Cultural Literacy and Success in College**

Studies conducted by Joseph F. Pentony of the University of St. Thomas indicate that cultural literacy also correlates with success in many college classes. In a 1992 article published in *Educational and Psychological Measurement*, Pentony reported that he had given the Cultural Literacy Test (CLT), a 115-item test developed by the Core Knowledge Foundation in the late 1980s, to 150 first-year English students at the University of Saint Thomas. Pentony found that the total scale score for the CLT “correlated significantly” with grades in English courses and with Verbal SAT scores but not with certain other measures of academic success. On the basis of these findings, Pentony was cautiously optimistic about E.D. Hirsch’s theory of cultural literacy, suggesting that the lack of cultural literacy might indeed be disabling in some settings and the possession of cultural literacy might be enabling in others. But Pentony concluded that more research was needed, particularly at the community college level.

Pentony published a second article on the subject in 1996, in *Psychological Reports*.

This time Pentony gave the CLT test to 150 students at an urban community college. He found that “scores on the CLT correlated significantly with both over-all GPAs and with grades in Freshman English,” as well as with scores on the Texas Academic Skills Program. In his closing paragraphs, Pentony again stressed the need for more testing.

A third article appeared in 1997, in *Adult Basic Education*. After giving the test to 200 students at a large research university, Pentony found that scores on the CLT correlated significantly with GPA, Verbal SAT scores, Math SAT scores, and grades in a whole list of courses, including freshman English, first-semester history, government, general psychology, and freshman math. Of the students who scored below 70 on the CLT, only 24% were able to earn a B or better in first-semester freshman English. By contrast, students who scored higher than 70 on the CLT had a 63% chance of earning a B or better. Pentony noted that the results obtained by this study were “generally stronger” than the results from previous studies.” He concluded: “There is considerable evidence that the construct of cultural literacy is valid.”

In 2001 Pentony and two associates reported the results of a fourth study in *The Community College Journal of Research and Practice*. This study boasted a larger sample group than all of the previous studies put together — 1,343 students from three different community colleges. The results, however, were quite similar. Scores on the CLT “correlated significantly” with GPA, as well as grades in first-semester freshman English courses, history courses, and government courses.

Both Kosmoski and Pentony noted that the correlations they observed do not prove causation. In other words, the fact that students with more cultural literacy were found to do better in grade school, on college admissions tests, and in many college classes does not prove that they excel because they have more cultural literacy. This is true. However, when multiple correlations come from a variety of different studies, the possibility that there is a causal relationship is greatly strengthened, particularly when, as in this case, the causal relation is well grounded in theory.

## **C. Knowledge and Power**

“Knowledge is power,” the English philosopher Francis Bacon declared 400 years ago. But is that still true in modern America? Researchers Thomas G. Sticht, Richard Hofstetter, and Carolyn G. Hofstetter, decided to find out. They conducted telephone interviews with hundreds of adults in the San Diego area. Participants were asked a series of questions about their income, occupation, and level of political activity, then another series of questions designed to assess their content knowledge, or cultural literacy.



The investigators found that there were correlations between content knowledge and all three indicators of power examined — occupation, income, and level of political activity. This was true even when age, education, and ethnicity were controlled for. In other words, regardless of one's age, race, or level of education, possession of large “banks” of declarative knowledge is associated with achieving a position of power in American society.

Perhaps the most startling finding involved median household incomes for those posting high, middle, and low scores on the cultural literacy tests used. Those who posted high scores had a median income of \$65,000, those posting middling scores had a median income of \$39,000, and those posting low scores had a median income of \$26,000.

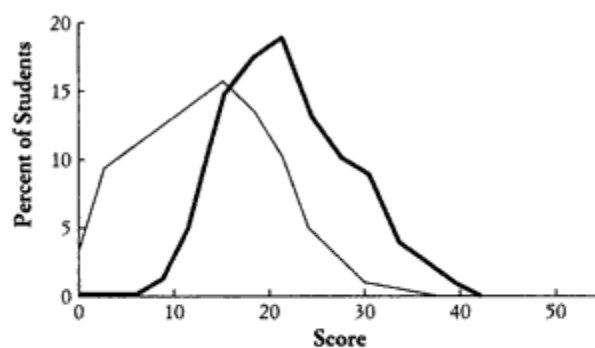
The researchers summarized their findings as follows: “While high levels of declarative knowledge are not absolutely necessary for achieving power, they certainly seem to help. Therefore, educational practices that downplay the importance of content knowledge in favor of processes of thinking or learning should be reconsidered.”

## D. Evidence from Other Countries

Two distinguishing features of Core Knowledge are that it attempts to lay out a core curriculum that can provide common ground for all American schools, and that it insists on introducing academic subjects and rich content in the early grades. International evidence suggests that there are good reasons for both of these policies.

Numerous studies have found that nations with rigorous national curricula tend to post better achievement scores and better results on international tests. Results from the International Association for the Evaluation of Educational Achievement studies, done in the 70s and 80s, showed nations with core curricula, like Sweden, Finland, Hungary, and Japan close to the top, while non-core nations like the U.S. generally lagged behind.

Harold Stevenson and his team of researchers compared math performance for eleventh-graders in Japan, a nation with a core curriculum, and the United States, where there is no national core curriculum. Stevenson's team controlled for socioeconomic level and other crucial variables and found that much larger percentages of U.S. students were performing at low levels. The results of the investigation are summarized in the chart below, from *The Schools We Need*.



Eleventh graders' scores on the mathematics test: Japan, heavy line; United States, light line. Mean  $\pm$  1 standard deviation:  $21.72 \pm 6.59$  and  $13.39 \pm 7.06$ , respectively. Sample sizes: 1120 and 1197.

Source: H. Stevenson, C. Chuansheng, and L. Shin-Ling, "Mathematics Achievement of Chinese, Japanese, and American Children: Ten Years Later," *Science* 259 (January 1, 1993): 51–58.

Another case in point is TIMSS, the Third International Math and Science Study, which has found that Singapore and other nations with national curricula rank near the top of international math and science scores. In the 1999 installment of TIMSS, Singapore ranked first in the world in math and third in science, in spite of the fact that the country was ranked next to last for the level of home educational resources available. In other

words, Singapore's impressive academic results seem to have very little to do with an advantageous home environment and a great deal to do with an effective school system structure organized around a solid, rigorous curriculum.

Click here for more information: [http://isc.bc.edu/timss1999b/pdf/t99b\\_highlights.pdf](http://isc.bc.edu/timss1999b/pdf/t99b_highlights.pdf)

As far as starting early is concerned, a very telling international example is the case of French preschool. The French offer free preschool for all children, and all French preschools follow a rich, well-defined curriculum with clear-cut developmental, psychomotor, academic, and social goals. Some students begin school as early as age 3, and research has shown that the earlier a French child starts preschool, the less likely the child is to be held back in a later grade, and the better his or her behavior and achievement levels are likely to be in first and second grade. Another study indicates that French children who have had the benefit of preschool are, by all indirect measures, better adjusted and happier for having had early exposure to challenging and stimulating early academic experiences. Finally, French preschools succeed in narrowing the gap between students from well-off families and the less advantaged. Read more here:

[http://coreknowledge.ivygroup.com/mimik/mimik\\_uploads/documents/95/Equity%20Effects%20of%20Very%20Early%20Schooling%20in%20France.pdf](http://coreknowledge.ivygroup.com/mimik/mimik_uploads/documents/95/Equity%20Effects%20of%20Very%20Early%20Schooling%20in%20France.pdf).

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**Item F**

## **In Oklahoma City, A Rigorous Scientific Study Shows The Positive Equity Effects of Core Knowledge**

May, 2000

Gracy Taylor and George Kimball of the Oklahoma Public Schools have completed a study of the effects of Core Knowledge in Oklahoma City, in one of the very few carefully controlled, independent studies of "whole-school" reforms.

The Oklahoma City analysis studied the effects of implementing one year of Core Knowledge in grades 3, 4, and 5 using the well- validated Iowa Test of Basic Skills. The study paired some 300 Core Knowledge students with 300 students having the same characteristics on seven variables:

1. Grade level
2. Pre- score
3. Sex
4. Race/ethnicity
5. Free-lunch eligibility
6. Title-1 eligibility
7. Special-education eligibility

The computer randomly selected the control students on these variables.

Given the precise matching of these 300 pairs of students, the expectation would be that the end-of-year results of both groups would continue to be similar on the Iowa Test of Basic Skills. But, in fact, the Core Knowledge students made significantly greater one-year gains in reading comprehension, vocabulary, science, math concepts and social studies.

The greatest gains — in reading, vocabulary, and social studies — were computed to be statistically "highly significant." The vocabulary gain was especially notable, since vocabulary is the single best predictor of academic achievement, and the area where the gap between ethnic and racial groups has proved to be especially difficult to overcome.

The comparative vocabulary gain of Core Knowledge students was computed as "statistically highly significant" with a p-value of .001.

To quote from the report:

It is interesting to note that the statistically significant between-group results in Reading Comprehension, Reading Vocabulary, and Social Studies was the a-priori hypothesis as to where the significant "educational treatment effects" would occur. According to the literature and personal conversations with Dr. Hirsch prior to the analyses, the impact on student achievement related to Core Knowledge instruction should be most pronounced in vocabulary and comprehension. The implementation of the Core Knowledge scope and sequence is intended to provide and develop a broad base of background knowledge that children utilize in their reading. According to Dr. Hirsch's cultural literacy theory, the more background knowledge a child has, the greater facility in reading the child will have. The initial results of this study do appear to support that notion.

Since vocabulary gain tends to be cumulative, it is expected that the magnitudes of these gains in equity and achievement will grow larger as the Core Knowledge students move through the grades. Further analyses and longitudinal studies are to be conducted by researchers from Oklahoma City and RAND during the next months.

Contact person: Gracy Taylor, Oklahoma City Public Schools 405-297-6753



**Item G**



# **Western Sierra Collegiate Academy SELF-STUDY REPORT**

**660 Menlo Drive  
Rocklin, CA 95765**

**Rocklin Academy Family of Schools**

**ACS WASC/CDE Focus on Learning report for  
October 7-9, 2019**

## TABLE OF CONTENTS

Preface	3
Chapter I: Progress Report	5
Chapter II: Student/Community Profile and Supporting Data and Findings	25
Chapter III: Self-Study Findings	55
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	55
B: Standards-based Student Learning: Curriculum	82
C: Standards-based Student Learning: Instruction	96
D: Standards-based Student Learning: Assessment and Accountability	114
E: School Culture and Support for Student Personal and Academic Growth	126
Prioritized Areas of Growth Needs from Categories A through E	143
Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs	148
Chapter V: Schoolwide Action Plan	150
Appendices	151

## **Preface--Western Sierra WASC Journey**

### **2018-2020**

**August:** Principal met with identified WASC Coordinator and focus group leaders for initial kick-off session.

**September:** WASC Coordinator and principal had a planning day to outline self-study timeline and next steps. WASC Coordinator, principal, and assistant principal began to gather evidence and documentation for Chapters 1 and 2.

**October:** Continued to write Chapters 1 and 2.

**November:** WASC Coordinator attended webinar, re-organized documents, and verified planning outline. During the November PD day, all staff took a survey regarding which of the five focus groups they preferred to participate in. WASC Coordinator and principal met to create staff lists for focus groups based on survey data, edited progress on Chapter 1 and 2, and created the first Leadership agenda in which Leadership and focus group leads were to brainstorm sample evidence as a template for the first focus group meetings in January.

**December:** Leadership met and brainstormed sample evidence for each of the five focus group areas.

**January:** First focus group met to brainstorm evidence. Team leads began writing findings.

**February:** Home groups reviewed evidence, added additional elements, and identified critical student learning needs and strengths. Team leads continued writing findings. Principal shared findings and collected additional evidence with Principal's Student Forum and Operations Committee.

**March:** WASC leadership team reviewed findings and evidence for accuracy and revised as needed.

**April:** Focus Groups, Operations Committee, and Principal's Student Forum analyzed student achievement data from Chapter 2 for Chapter 4: Summary of Identified Critical Student Learning Needs based on Profile and Focus Group Findings. Home groups reviewed Chapter 2 data during Late Start Wednesday and provided feedback.



## **Western Sierra Collegiate Academy ACS WASC/CDE Self-Study Report**

**May:** Principal presented our WASC progress as well as the four identified critical learner needs to the Rocklin Academy Family of Schools Board. WASC Chair and principal met staff associated with each critical learner need to brainstorm action plans. The WASC chair and principal then worked with the Leadership team during a retreat to review Chapter 4 findings and to build off the draft action plans and create consensus.

**June:** WASC chair and principal reviewed the Action Plans with stakeholder groups for feedback and then met with Leadership to finalize based on input. Principal presented WASC update to Western Sierra staff and presented the final Action Plans to the Rocklin Academy Family of Schools Board.

**July:** WASC chair edited all chapters of the self-study and condensed into one document.

**August:** Reviewed final Action Plan with Principal's Student Forum, Operations, and whole staff again. Updated all data: Attendance, Suspension/Expulsion, CAASPP, etc with final end of year data. Submitted the Western Sierra Collegiate Academy WASC Self-Study to the Board for review.

**September:** The Board voted to approve the self-study.

***WASC visit scheduled for Monday, October 7th-Wednesday, October 9th, 2019***

## Chapter I: Progress Report

### **SIGNIFICANT DEVELOPMENTS:**

Western Sierra has seen many changes since our WASC visit in 2014. In 2014, we housed 728 students and our current enrollment is roughly 803, with a goal of reaching our target enrollment number of 839 in the 2020-2021 school year. Our enrollment pattern is now taking Rocklin Academy Meyers and Turnstone students into 7<sup>th</sup> grade and blending our 8<sup>th</sup> graders with Rocklin Academy Gateway 8<sup>th</sup> graders into our 9<sup>th</sup> grade class each year. The 2017-2018 school year marked the beginning of this focused effort, creating fewer large vacancies in 7<sup>th</sup> and 9<sup>th</sup> grade and creating an articulated K-12 pathway for our families, which is aligned to our Rocklin Academy Family of Schools Strategic Plan.

In addition, Western Sierra had a change in leadership in 2016-2017, welcoming a new principal, Chelsea Bowler-Shelton. Chelsea spent the first 15 years in a traditional public high school in Elk Grove, with the last five years serving as principal. She was able to begin the transition in April 2016 by attending leadership and staff meetings, with her contract beginning in July. The transition time allowed for much needed planning and a reconnection to our core values and schoolwide learner outcomes.

As mentioned, in April and May of 2016, the Leadership Team, which encompasses both administration and department leads, began the process to establish a school-wide vision for areas of strength and areas needing improvement that had a direct correlation to our mission, vision, core values, LCAP and our WASC Action Plan. During this process, we also participated in professional learning in regards to grading structures and professional learning communities. The Leadership Team synthesized all of this information during a four day summer retreat, with a focus on the roles and functions of professional learning communities for the 2016-2017 school year, in order to ensure our curricular teams were focused on the “right work at the right time”.

The data revealed that the Western Sierra teaching and learning model was in use in varying degrees of implementation across the school. One of the impediments to implementing with fidelity was the lack of a structured decision making and continuous improvement process. Furthermore, it was evident that we needed to investigate how we could align our efforts to strengthen our belief that all students are capable of learning at high levels. With this belief in mind, we read *On Your Mark* by Guske and hosted a two day Solution Tree training on grading, PLCs and assessment, looked at school-wide achievement data, and walked our way through a decision making process to institute a true Response to Intervention program for our struggling learners and Enrichment block for our highest achieving students. Our goal in utilizing the decision making process and reconnecting with our Mastery Based Learning Model was to see immediate improvements in pedagogy and student learning performance. More importantly, we combined these two key elements to create a systematic approach for sustained growth.

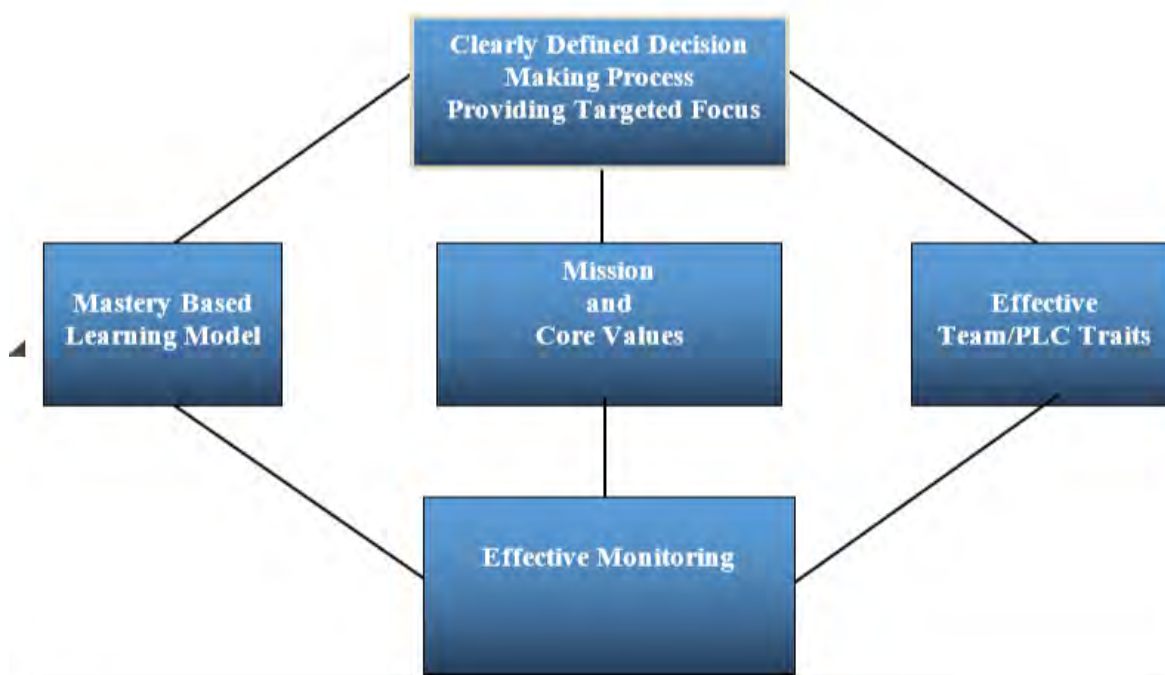
Through conversations and surveys with the school’s staff, many members had difficulty foreseeing long and short-term goals for the school. It was apparent that, to sustain

growth, we needed to deeply implement the Mastery Based Learning Model and decision making process to obtain sustained growth throughout our daily operations.

This sustained growth model enables us to respond proactively and accurately through essential questions such as:

- How do we decide what to do?
- How do we know it's the right thing to be doing and the right time to be doing it?
- How have we measured "leverage" in terms of associated effects of our actions?
- How do we assess if we have the organizational and leadership capacity to successfully implement and execute an improvement initiative?
- How do we assess if we have the necessary resources?
- What are the professional learning implications associated with our improvement initiatives?
- How do we plan to comprehensively evaluate the effectiveness of our actions?
- What are the risks associated with taking action?
- What are the risks associated with inactivity?

We believe it is critical for the school to have a consistent, clearly defined system through which we make strategic decisions and assists us in charting a clear course of action.



#### **EFFECTIVE TEAM/PLC TRAITS:**

Work began at the beginning of the 2016-2017 school year as we continued our work with Solution Tree around PLCs. Administration and department chairs worked with teams to define the components of effective teams as outlined by Richard Dufour. These

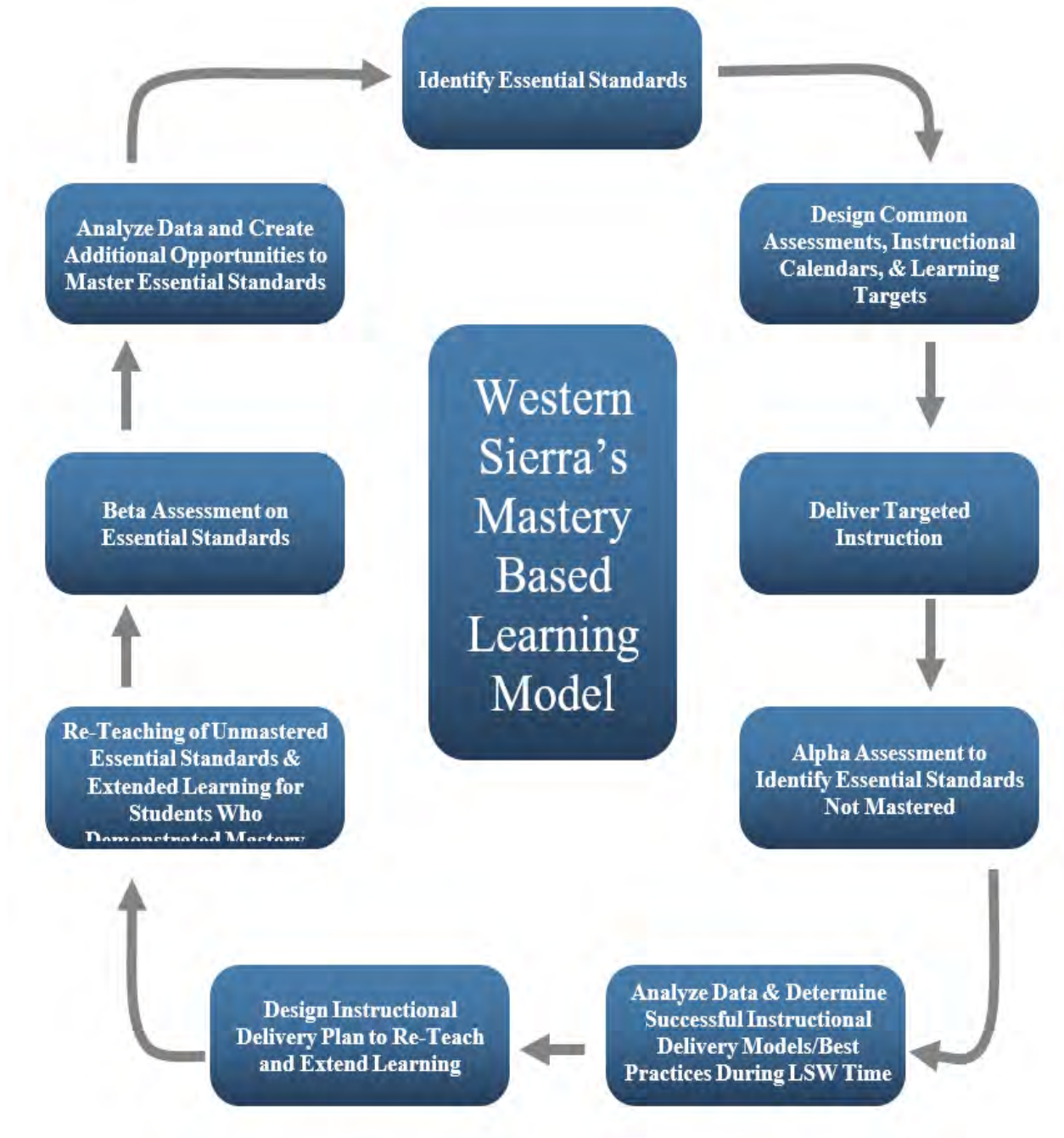
components are shared mission, vision, values and goals, collaborative teams focused on learning, collective inquiry into “best practice” and current reality, action orientation/experimentation, commitment to continuous improvement, and a results orientation.

Through this process, we adopted a new schedule on Wednesdays, called Late Start Wednesdays. For the first time in the school’s history, dedicated weekly collaboration time was instituted. In addition, during our monthly PD days, teams receive 3-4 hours to continue the work by analyzing data, determining which students need additional support in Extended Learning Time, curricular planning, and common assessment creation. This time has proven to be a key component to teacher and student success.

**MASTERY BASED LEARNING MODEL:**

With new training around teaching and learning and grading practices, we reconnected with the Mastery Based Learning Model to encompass Alpha and Beta assessments. The model is built on nine key components; identifying essential standards, designing common assessments and instructional calendars, delivering the instruction, give Alpha assessment, analyze data identifying essential standards not met, collaboration with department members to determine best practices to re-teach, deliver the re-teaching, reassess with the Beta, and analyze data planning for additional opportunities to master essential standards and extend learning. This process is cyclical and continuous.





### **CLEARLY DEFINED DECISION MAKING PROCESS PROVIDING TARGETED FOCUS:**

With needing new structures in mind, the Leadership Team utilized a decision making process to design a Response to Intervention program for those students not mastering essential standards and enrichment for those who are. Our decision making process is outlined in the following process:

<b>See It:</b>	What is the data indicating? What is the desired level of performance? <ul style="list-style-type: none"> <li>If it was perfect, what would it look like? What is the exemplar?</li> </ul> What are the key gaps identified when comparing the data to the exemplar?
<b>Name It:</b>	Name the key gap that would drive us closer to the exemplar.
<b>Do It:</b>	Plan a course of action and build check-points for reassessment.

### **EFFECTIVE MONITORING:**

As a new or updated program or initiative is agreed upon, we then track the progress of the program or initiative for successful implementation. This ensures continuous measurable progress is being made. In addition, it moves the school organization from primarily information exchange to targeted, effective, and evaluative action.

For example, in 2016-2017, we used data, both anecdotal and performance based, to update our 7th/8th period offering from a random collection of intervention and enrichment opportunities to a focus on a 4-week priority rotation. Students were either selected by their teacher for a workshop to work on essential standards not yet mastered, or were able to pick an enrichment course for the 4-week rotation. Math and ELA had priority in picking students with other subjects receiving a lower priority depending on the day. With small changes over the 17-18 school year, we were becoming increasingly frustrated by this model because students were placed in a course for too long getting in the way of timely intervention and non-priority subjects could not access the students they needed.

So, in the Spring of 2018, the principal and two intervention teachers attended a Solution Tree conference with a focus on Response to Intervention. At this conference, resources and a Mike Mattos video were shared titled "Making Time at Tier II". This video was exactly what we needed as it spoke to all of the concerns we were having with our 7th/8th period rotation. In June of 2018, administration took the staff through the video and the critical questions from the decision making process to agree upon the question, "If it was perfect, what would it look like" and then we detailed out what was getting in our

way. We took that information into the Leadership retreat over the summer and overhauled our 7th/8th period creating Extended Learning Time.

Our newly designed Extended Learning Time is both timely and innovative with all subject areas having a priority day, teachers having the ability to select students on a daily basis and students having the opportunity to pick either course specific tutorials or enrichment if they have not been selected for a workshop on a daily basis. The response has been overwhelmingly positive and we look forward to continuing to monitor its effectiveness.

### **MISSION AND CORE VALUES:**

During the 2016-2017 school year, our Charter Management Office for Rocklin Academy Family of Schools engaged in a strategic planning process with a social impact organization named Third Plateau. The Board adopted our new mission, vision and five goals on April 17, 2017 to guide our organization over the next five years:

#### **Mission Statement:**

Rocklin Academy Family of Schools provides a distinct educational program strengthened by community and parent partnerships to achieve high standards, rich core content, and innovative learning.

#### **Vision Statement:**

We envision a school community that inspires its students to excel academically, pursue their passions, and impact the world with excellence.

#### **Goals:**

1. Students build a depth of understanding in core concepts through a cohesive K-12 education program.
2. The school environment cultivates students who are responsible, compassionate, and engaged citizens.
3. Our work culture promotes the continuous growth of teachers, staff, and administrators.
4. Parents are valued partners who strengthen our schools and programs.
5. Organization, in collaboration with community partners, enrich the learning experience for all students.

Once the [Strategic Plan](#) was adopted, the five goals were aligned to our [LCAP](#) and our WASC action plan to ensure a comprehensive and cohesive set of documents to further our ability to grow and sustain achievement.

We recognize that we have undergone significant changes and are proud to say that all of these efforts have resulted in alignment towards a common purpose. As we refine programs using data as our guide, we are confident in making changes because we have used these tools to create programs and initiatives with a lens of “What’s best for

students and their learning?” and “How do we identify students not meeting mastery and intervene in a timely manner?”.

### **Schoolwide Critical Areas for Follow-Up:**

#### **April 2014 Self Study Visiting Committee Critical Areas for Follow-up:**

- Continue Professional Development on transition to Common Core Standards
- Teacher evaluation and compensation
- Training in DATAWISE or other data reporting and disaggregation system
- Development of a comprehensive Single Plan for Student Achievement
- Refine the Community Service requirement as part of the Graduation Requirement review
- Continue to explore and develop integrated disciplinary curriculum activities
- Continue to address academic counseling needs
- Maintain a high level of academic support programs and personnel

#### **April 2017 Mid-Cycle Visiting Committee Recommendations:**

All critical areas for follow-up have been and/or are being addressed in the current Schoolwide Action Plan. The Visiting Committee added these suggestions to the Leadership Team:

- As part of the school's implementation of the Sustained Growth Model, the school should not lose sight of the importance of curriculum integration and communication among the disciplines.
- The school should continue to utilize input from the Operations Committee as well as parent and student groups, to determine and expand elective offerings.

#### **Ongoing Follow-up Process:**

Annual progress has been tracked by the site administration in conjunction with the following: the Leadership Team, Operations Committee, The Principal's Student Forum and the Rocklin Academy Family of Schools Board.

The midterm report was prepared by the WASC co-coordinators, Lyman Dayton, Miken Dayton and Carol Leonard, in partnership with the administration and staff members in leadership positions. Input from the entire faculty was obtained through a series of focus group meetings, which included pre-service, professional learning days, and Late Start Wednesdays. In addition, stakeholder input was gathered from the annual parent survey, Operation Committee meetings, the Principal's Student Forum, and the Board. All of these groups meet at a minimum of once a month and through these meetings, these stakeholder groups have continued to monitor and adjust the action plans as needs presented themselves since the mid-term visit.

Furthermore, once the Board adopted the five-year strategic plan, all five goals then became the five goals of our LCAP and each of the action plans were aligned to those goals.



- Action Plan #1: Continue to grow and develop a shared culture of Mastery Based Learning, Core Values, and the Mission and Vision is aligned to the Strategic Plan Goal 2: The school environment cultivates students who are responsible, compassionate, and engaged citizens.
- Action Plan #2: To ensure the growth and development of effective data-analysis and data driven program development resulting in improved proficiency skills for all students is aligned to Strategic Plan Goal 1: Students build depth of understanding in core concepts through a cohesive K-12 education program.
- Action Plan #3: Western Sierra teaching staff will engage in professional development that aligns with our Core Values, Mission, and Vision is aligned to Strategic Plan Goal 3: Our work culture promotes the continuous growth of teachers, staff, and administrators.

This alignment of all three documents has ensured that all of our arrows are pointing in the same direction with the same goals at the forefront of our work.

### **Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Action Plan Sections:**

#### **ACTION PLAN #1:**

Continue to grow and develop a shared culture of Mastery Based Learning, Core Values, and the Mission and Vision statements for Western Sierra Collegiate Academy.

**Mastery Based Learning:** In the Spring of 2014, previously created department articulation documents were revised across all content areas and continue to be revised as curriculum changes. Furthermore, as a school, a major focus area has been in the further development and implementation of mastery grading and learning and standards based assessment. All departments have been progressing towards the identification of essential standards and construction of common, standards based assessments. In order to provide teachers with increased time to create these assessments, the school schedule was adjusted in the fall of 2016 to provide department PLC collaboration time before the school day every Wednesday.

Through the creation of common planning time came a commitment to the development of common assessments which we have named Alpha and Beta assessments and SMART Goal Cycles. One of the foundational pieces to this protocol has been the creation of learning target sheets based on the essential standards for each unit. Students are informed at the start of each unit as to exactly what will be required to demonstrate proficiency in a unit, and both teachers and students are more clearly aware of what is being assessed. The Alpha-Beta assessment protocol provides teachers with formative assessment data frequently throughout the teaching cycle, and teachers are able to identify needs and support student learning prior to giving students a summative Beta assessment.

A focal point of mastery based learning is providing students with repeated opportunities to show adequate proficiency on identified essential standards. With the introduction of unit learning target sheets, teachers are able to clearly communicate with students precisely which learning targets have not been achieved and provide support for reaching these targets. Students are given additional opportunities to re-perform on these standards and targets, and become more active in identifying their own gaps and needs.

The evolution of our mastery based learning has resulted in the need to revise and institute grading best practices. All staff professional development has taken place to discuss how to make grading more reflective of actual student learning and to implement school wide policies to that end. The challenge of teaching a mastery based curriculum while grading on a traditional letter grade scale is acknowledged, and remains a work in progress.

Furthermore, in the Spring of 2016, the leadership team determined that the previous “Enrichment” model, which included a period at the end of each school day as a time for students to work towards standards they have not yet mastered, needed refinement to provide more targeted support to students and to implement a true Response to Intervention program. Continued refinement to the process for effective use of this time has occurred during the 2016-2018 school years, including the use of specific passes, subject priority days, and teachers having the ability to request students attend enrichment periods.

In the Fall of 2016, based on the decision making process used during the summer, a new procedure was implemented for this end-of-day time period. Across all disciplines, the staff began a rotating 7th/8th period intervention cycle to replace the enrichment period. Each teacher was able to identify and select those students in need of intervention and assign those students to a focused “workshop” class where they receive targeted support. Class assignments for those workshops were re-evaluated every five to six weeks, allowing for monthly identification and support for students in need. Students not identified as in need of intervention and support were provided the opportunity to choose from a wide variety of enrichment activities. These elective courses rotated on the same cycle as the course-specific workshops, allowing students the opportunity to take new classes and move in and out of workshop classes as they met requirements.

As previously noted, after two years, there were additional concerns because students were “stuck” in one class for too long, not allowing for timely intervention, and enrichment courses lost their appeal. Through the work mentioned earlier, in the fall of 2018, we unveiled a new iteration of 7th/8th period, now called Extended Learning Time. Our newly designed Extended Learning Time is both timely and innovative with all subject areas having a priority day, teachers having the ability to select students on a daily basis and students having the opportunity to pick either course specific tutorials or enrichment if they have not been selected for a workshop on a daily basis. The response has been overwhelmingly positive and we look forward to continuing to monitor its effectiveness.

In analyzing achievement data for students in math, it became clear that mastery based learning needed to be revisited at an earlier point than the other subject areas. At the end of 2014-15, the math department recognized the need to support students beyond the 90 minute block to aide in their progression through the math sequence. Based on this need, during the 2015-16 school year, the math department instituted mixed level “Math Lab” classes. These classes took place during the regular school day, and took the place of one of the students 6 class periods, and were in addition to regular enrollment in a math class. These lab classes contained students from various different courses, which made obvious that supporting students in multiple courses during a single class period was nearly impossible. So, in Fall 2016 the department implemented single course specific “Math Lab” classes in our highest need courses based on the year. In 2018, we also opted to include an Algebra course for students not meeting standards based on the CAASPP in 8th grade to build their skills prior to beginning Integrated I. The success of these lab courses and the Algebra course is evidenced by the increased number of students demonstrating proficiency, establishing a growth mindset, so that all students are able to achieve mastery in the integrated sequence.

The changes instituted have improved our ability to create a mastery learning environment for our students. This is an area that will continue to be revised and addressed as data is analyzed.

**Five Core Values that will Impact Student Achievement:** The Rocklin Academy Family of Schools adopted the following [Core Value](#) statements. The activities and data that support these values at Western Sierra are bulleted beneath each statement.

1. The future we want to create includes a community of leaders who have strong shared beliefs and values that all students have the ability to learn at high levels and the expectations of our organization/schools to meet or exceed that level.
  - SMART Goals
  - Learning Target Sheets
  - Essential Standards
1. The future we want to create includes a community of leaders who are data savvy; they embrace and monitor data, and use it to drive continuous improvement.
  - PLC Time
  - Illuminate
  - Data Analysis Protocols
2. The future we want to create includes a community of leaders who have a collaborative relationship and establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving district-wide student learning and achievement goals.
  - Google Classroom
  - Point-In-Time Grades
  - Late Start Wednesdays
  - Principal’s Student Forum
  - Operations Committee

- Parent School Partnership
3. The future we want to create includes a community of leaders who are knowledgeable, ethical, responsible, critical thinking, and engaged members of society.
- Professional Development
  - Book/Article Studies
  - PLC Time
4. The future we want to create includes a community of leaders who utilize research based, varied, differentiated and effective instructional practices to ensure all students learn at high levels.
- Solution Tree PD
  - Monday PD Days
  - Late Start Wednesdays

We have engaged in many activities as a staff to align to our Core Values. Because of our belief that all students can learn at high levels, we have spent the last three years identifying essential standards for each course as well as learning targets, exemplars, rubrics and common assessments for each of the essential standards. Furthermore, we have instituted collaborative inquiry into our LSW and PD days by analyzing data, setting SMART goals and planning intervention. As a result, we know specifically what needs to be learned and how to deliver it for all students and a time to do it both in class and through Extended Learning Time.

As a staff, we are more data savvy, using information from formative assessments to drive instruction. Illuminate has been an invaluable tool to help with the analysis of data. Through professional development, we have implemented data analysis protocols to help with narrowing specific data for analysis.

We value collaboration and engaging all stakeholders. Edlio was used as a primary tool for teachers to communicate with parents and students about homework and important announcements, but in the 2017-2018 school year, we transitioned to Google Classroom to communicate with students and parents about specifics of assignments and to push out articles and/or assignments to students.

In addition, in the Fall of 2016, the implementation of Point-In-Time Grades has allowed us to communicate with students and families about grades at four points during each semester. It has prompted parents to check-in with their son/daughter about their learning on a more regular basis and has decreased confusion about what students need to achieve by the end of each semester. Students have become advocates for themselves, asking teachers for clarification and additional help.

Furthermore, as a staff, we have participated in researched based best practices books and articles, including *On Your Mark* by Guske, RTI models, "Finding Time at Tier II" by Mattos, *Leverage Leadership: A Practical Guide to Building Exceptional Schools*, and TED talks about finding our "why" to drive our ultimate purpose. These discussions have



led to the development of site specific professional development and common planning time for the creation of professional learning communities.

Finally, we are committed as a staff to delivering instruction that is researched based and allows us to be effective and differentiate for students based on need. During the 2016-2017 pre-service, Solution Tree delivered professional development that gave the entire staff ideas to consider as a way to improve the delivery of instruction to students. Perhaps one of the biggest ideas is the implementation of Alpha and Beta assessments. Through the use of Alpha and Beta assessments, teachers are able to give additional instruction and enrichment as needed. Throughout the school year, we have ten Monday Professional Development Days. The Leadership Team has assisted in planning these days, so we are receiving additional support and guidance with best practices. We are able to use and implement what was learned from our Professional Development Days on our Late Start Wednesdays when we meet in PLC's, analyze data and plan instruction.

All of the efforts would not be possible without counseling and academic support personnel as noted in the critical areas for follow-up, we have expanded our counseling program with two full-time counselors, a full-time registrar and a full-time college and career technician. In addition, we have a full-time intervention coordinator who oversees online credit recovery, all-teacher-conferences, all students on the Tier II list and an intervention teacher who works with low performing students in reading and writing in courses called Academic Seminar.

### **Mission and Vision:**

As noted, both the mission and vision were rewritten during our strategic planning process and have been in place since the 2017-2018 school year.

The following are core components of our mission and vision which align to our student centered approach:

- Strong foundations of shared knowledge K-12 centered on Core Knowledge and Advanced Placement for all
- Effective, high-quality instructional strategies and resources
- Unique, relevant learning experiences in the community
- Parent community contributing unique skills and engaged in decision-making for school success
- Organizational growth and leadership pathways

As an example of our core components aligned to one of the visiting committee's critical areas for follow-up, we needed to refine community service as a graduation requirement. In working with the Operations Committee, we surveyed students and parents to identify a threshold for mandated hours as well as a recognition program for students who go above and beyond the required hours. We finalized that in the 2017-2018 school year by instituting that all seniors must complete 60 hours of community service documenting their service on our community service log so that our College and Career Technician can

enter the hours into Naviance. In addition, any student who reaches 250 or 500 hours respectively earns recognition at graduation with either an honor cord or an honor stole.

In addition, not only is it important to teach students the required curriculum to be academically successful, students also need to be given the skills necessary to pursue their passions and impact the world with excellence. We have instituted Positive Behavioral Interventions and Supports with agreed upon norms for behavior expectations, a positive behavioral recognition program aligned to our C-PREP values(Committed, Prepared, Respectful, Engaged, & Professional), as well as a Social Emotional Learning curriculum in our Pack Time classes. The Social Emotional Learning curriculum used is called *School Connect*, and all students receive weekly lessons on their own social emotional awareness and supports to access when emotions feel as if they cannot be managed.

### **ACTION PLAN #2:**

To ensure the growth and development of effective data-analysis and data-driven program development resulting in improved proficiency skills for all students.

**Data Analysis:** The collection of useful data is essential for effective program development which meets the learning needs of our students. Data is collected from a wide variety of sources, both formally and informally. Informally, data is collected through such activities as quick writes, journals, exit tickets, lab practical skills assessments, whole class or small group discussions, and one-on-one questioning. Socrative, DESMOS, Pear Deck and Kahoot are technology-based means of gathering informal data on student learning. Formally, data is collected through Alpha and Beta assessments, generally administered or scored through Illuminate.

The DATAWISE information system was phased out, and after time spent researching data analysis tools and student information systems, the Illuminate system was adopted to provide a more comprehensive student assessment data. All staff training was provided during pre-service before the 2015-16 school year. A district wide Illuminate team was created, and during the 2015-16 school year hosted weekly, informal trainings for interested staff members. In the Fall of 2016, the district team presented an Illuminate “Staff Camp,” where teachers from throughout the district were able to choose from a selection of staff developed sessions. In addition, in the Spring of 2016, and during pre-service for the 2016-2017 school year, teachers received training through Solution Tree on grading practices and RTI, specifically focused on using data and data protocols for analysis to determine RTI placement for students. These protocols have been used in school-wide professional development to analyze data from CAASPP, MAP, AP, PSAT and PBIS, as well as during PLC time within departments.

At this time, the vast majority of formative assessments are administered through Illuminate. Common assessment data is analyzed and interpreted both by individual teachers, in PLC teams and by departments. This focus on data driven teaching has resulted in a significant improvement in the percentage of students demonstrating

proficiency in their core subjects as evidenced by all students needing to master the essential standards in order to pass each course.

With the transition to the Alpha and Beta assessment process, teachers are given learning target specific data for the students in their classes. Across all departments, teachers use this data to gauge student learning, identify if essential standards have been reached, and to differentiate student learning. Assessment results are used to determine which students should be enrolled in “workshop” intervention classes during Extended Learning Time. Teachers use various methods to communicate to students which targets or standards they need to continue to work towards, so students are aware of the areas they need to focus on and are building self-advocacy skills. Common assessments given through Illuminate are used to identify groups of students needing intervention on specific targets. Teacher teams use this data to differentiate students by specific learning needs, and can structure intervention more accurately.

Data from standardized tests is also used to guide instruction. For example, AP teachers are provided with standard specific reports based on student performance on the AP tests, and use these reports to improve teaching and learning for students.

In addition, departments and PLC teams have used grading norming protocols to make sure that all students are being graded on the same scale or rubric. Grading norms have been discussed during pre-service, Monday PD days, and most recently during our 2019 preservice. Even when courses within a department are different in content, teachers have used data to norm grading and assessment practices so student experience is predictable from course to course. Departments have discussed assessment creation and built procedures to make assessments similar in structure.

In 2017-2018, the work of PLCs expanded to all subject area teams taking the established essential standards and identifying learning targets, exemplars, rubrics and common assessments for each essential standard. This work expanded to work within Strategic Plan and LCAP goal 1 by creating a K-12 ELA team which aligned the reading and writing essential standards, learning targets, exemplars, rubrics and common assessments for all four of our schools. The vision is to create additional K-12 teams for each subject in the coming years, with the K-12 Math team starting the work during the summer of 2019..

### **ACTION PLAN #3:**

Western Sierra teaching staff will engage in professional development that aligns with our Core Values, Mission and Vision.

Staff professional development in subject areas and identified needs has occurred throughout the past three years. However, targeted professional development in the following areas has most effectively aligned to our Core Values, Mission and Vision:

**Intervention:** The staff and administration both recognized the need for consistency and clarity for student intervention for both academic and behavioral areas. In response, teams were created to learn about and being to implement school wide plans for these areas. A team of seven teachers attended a one day RTI presentation with Mike Mattos in fall of 2015. Following this, the whole staff spent two days in 2016 training with Troy Gobble, a Solution Tree presenter, one day in June, one in August, where we as a staff used the RTI principles to develop changes to our grading policies and intervention strategies, including the 7th/8th period intervention blocks and Alpha and Beta assessment procedures. Then again, attended a Solution Tree RTI conference in 2018 to make additional adjustments to 7th/8th period becoming Extended Learning Time as well as the creation of a Tier II team for students struggling with academics, behavior, attendance or social/emotional needs. The PBIS team attended Tier 1 and Tier II PBIS training and procedures have been shared out to the staff during onsite PD days.

**Danielson Training:** At the time of the last WASC report, we did not have a consistent, objective plan for teacher evaluation and goal setting. Over the past four years administration has attended training for the Danielson Evaluation process. Staff has participated in two days of on-site training in the Danielson Method. Time has been set aside during Professional Development days for teachers to complete self-assessment of teaching practice, and all teachers are meeting with their department administrator to set goals for professional growth. Administration has been working on norming for staff observations, including having Danielson trained observers on campus to assist in the norming process and created a Google observation template to track and communicate observations.

Furthermore, the District has instituted a Compensation Committee that underwent a compensation study in 15-16, which resulted in a 5% increase for teachers. In addition, in 17-18, the committee worked to develop a salary schedule with normalized percentage increases between the steps with an overall increase as well as increase in the masters stipend. The committee will commence in the 2019-2020 school year.

**Common Core/NGSS:** Alignment of curriculum to the California Common Core State Standards is an ongoing process for mathematics and ELA. Both departments have spent considerable professional development time aligning curriculum and instruction to the CCSS. Teachers in the mathematics department have attended events sponsored by both curriculum designers and education based organizations. A main focus for the math department has included a transition to an integrated math curriculum, and teachers have attended trainings to address changes to both curriculum, and mathematical practices. Science department teachers have been on the forefront of transition to the NGSS science standards. Teachers have both attended and presented at state and national level conferences on NGSS topics. Science instruction has moved towards an inquiry and modeling based curriculum, and WSCA science teachers have led RAFOS district wide training for all K-12 science teachers to facilitate transition to Next Generation standards.



**Technology:** In 2016, parent, teacher, and administration stakeholders formed a Technology Committee to review each school's technology needs and decide what the best move would be moving forward once our 1,300 iPad leases expired at the end of the school year. Based on data collected from surveys, as well as discussions held with teachers and students, we decided that our students and teachers would be better served by transitioning to newer Chromebooks, while keeping a few iPads on-hand on an as-needed basis. Staff and students adapted to the new ecosystem quickly and continue to discover new ways to use technology in the classroom, such as websites like Pear Deck and Albert.io. These websites have helped teachers further engage students while also collecting instant in-class feedback via checking for understanding. Our Technology Change Group has overseen the adoption of new Digital Citizenship curriculum, Pear Deck and Google's Be Internet Awesome, in order to better engage students in each lesson. We also continue to explore what Power School and Illuminate have to offer as they evolve and increase their services.

**Illuminate:** The use of Illuminate has been an important implementation at our school for the purpose of administering assessments, getting immediate feedback, and analyzing data. Departments have collaborated on how to best utilize this resource in our data discussions. The addition of Chromebooks to our technology assets has allowed teachers to administer assessments natively in Illuminate, allowing teachers the flexibility of having students enter answers directly into Illuminate rather than filling out bubble sheets that need to be scanned. Additionally, our CAASPP scores are uploaded into Illuminate, which allows us to get a better holistic view of individual student strengths and needs.

**Critical Areas for Follow-up not currently in the Action Plan:**

The final critical area for follow-up from the 2014 self study not addressed in the three action plans was to develop a comprehensive Single Plan for Student Achievement. We would like to note that as an LEA, we have an LCAP plan which serves as our Single Plan for Student Achievement.

After their evaluation of our Action Plan, the Visiting Committee added these suggestions to the Leadership Team:

1. As part of the school's implementation of the Sustained Growth Model, the school should not lose site of the importance of curriculum integration and communication among the disciplines.
2. The school should continue to utilize input from the Operations Committee as well as parent and student groups, to determine and expand elective offerings.

**Implementation of Suggestion 1: Curriculum Integration and Communication Among Disciplines:**

**Vertical Alignment and Essential Standard Work:** In the last 3 years, Western Sierra has worked to both strengthen its vertical alignment of curriculum within content areas and build content connections across the disciplines. With the implementation of the essential standards work, each department engaged in a process to not only choose essential standards for each course, but to align the progression of those Essential Standards within the content area. Using the principles of *Understanding By Design*, each department backward mapped the necessary progression to prepare a student for Advanced Placement courses. For example, the English Department took a look at the Advanced Placement Standards for both English Literature and English Language and created Domains: Reading--Informational, Reading--Literature and Poetry, Writing, Grammar, Speaking and Listening, and Vocabulary. They examined, across grades 7-12, what Essential Standards were addressed in each grade level and to what depth of knowledge each was to be mastered in order to create a comprehensive learning progression.

**Course Planning and Progression Across Disciplines:** The vertical alignment of curriculum in each department allowed for further coordination between departments to create cross-curricular learning bridges.

**Math and Science Coordination:** The Mathematics and Science departments collaborated to create a meaningful link between each course progression so that a student's science placement would be appropriate to their math level. Because the Essential Standards process highlighted the relevance of certain math standards and concepts within individual science courses, a decision was made to create a new course, Chemistry in the Community, that would teach the same standards and concepts as the original Chemistry course, but would have accommodations for students with a lower math level. This allows for all students to proceed through the preferred UC A-G certified course progression, ensuring that all students can take the required 2 lab science classes to be eligible for University of California enrollment, and encouraging them to continue on to a 3rd or 4th year of a lab science such as Marine Biology or one of our AP science offerings.

**English and History Coordination:** The English and History teachers of the Humanities department continue to correlate lesson planning within and across courses to help students have a more well-rounded learning experience. Throughout 7th and 8th grades, dual-credentialed teachers work with a core group of students for both History and English so that the curriculum can be fully integrated. As a part of the Core Knowledge framework, history lessons and context are woven into novel studies. Likewise, writing assignments are created to give practice in a range of genres from historical narrative to rhetorical argument. At the high school level, this pairing of the Humanities continues. For example, Freshman instructors coordinate a unit between Geography and English 9 that dives into the conflicts of the Middle East/Asia and has students read and evaluate the memoir of Malala Yousafzi through both a sociological and rhetorical lens. For students in their Junior year, AP English Literature teachers coordinate with AP US History teachers to align the teaching of texts, such as *The Scarlet Letter* by Nathaniel

Hawthorne, with the appropriate unit, which in this case is Colonialism. Likewise, connections and cross-curricular planning span each yearly progression so that students develop a deeper understanding of the culture within each piece of literature and how the writing shapes the reader's understanding of that time.

**Writing Across the Curriculum:** Through the lens of the Common Core ELA Standards, English has had conversations with both Science and History to refine the understanding of writing structures across disciplines. Because each discipline has its own unique formatting and requirements, staff came up with universal terms that could help students understand the writing process and how to shift their style to meet the needs of each genre. Particularly, discussions between the English, History, and Science departments have led to a modification of the Jane Schaffer writing structure to utilize terms such as Topic/Claim, Evidence/Detail, and Elaboration/Explanation and Analysis. The organization of these different statements or sentences may vary for purpose, but overall, the content of each term remains consistent. Additionally, lessons on appropriate voice and point of view have been established so that the writing for each assignment matches its academic purpose. Through these conversations and our implementation of purposed writing practice, we have seen a large growth in the writing ability of our student body.

**Revision of Intervention Classes and Systems:** As a part of our Response to Intervention cycle, Western Sierra has been revising and refining our intervention classes and systems to better support students within and across all areas of content.

**Academic Seminar and Teacher Collaboration:** Western Sierra has always had extra support available for struggling students, particularly in academic enrichment, workshops, and a year-long course called Academic Support. Because of some concerns that Academic Support had more of a tutoring/study hall focus, the decision was made to revise the course into one which specifically aimed to help students develop skills and access tools that could make them independently successful within their core courses. Although there is still opportunity in this smaller format (student:teacher ratio is approximately 15:1) for one-on-one support, the main areas of focus for this cross-curricular approach to individualized intervention in Academic Seminar are organizational skills, note-taking strategies, study habits, time management, analytical reading, and academic writing. The content of this class supplements academic work and teaches students how to manage their course load effectively in order to help them monitor their own progress and meet personal goals.

**Social-Emotional Learning Curriculum and Academic Skills:** As a part of the implementation of the *School Connect* curriculum in Pack Time classes, lessons that touch on self-management, note-taking strategies, memory skills, and time management are being given across the grade levels with modifications made as appropriate for age group. These are meant to give all students a strong foundation in academic skills, allow them to share strategies, and should benefit students across their course load.

### **Implementation of Suggestion 2: Input from Operations Committee, Parents, and Students to Expand Electives:**

**Principal's Student Forum and Elective Surveys:** In an attempt to mindfully grow our elective offerings, feedback from multiple groups was sought. Through the work of the Principal's Student Forum, each Pack Time's representative brought together ideas from the student body about electives and suggestions per elective interests. A survey was created based on this brainstorm, and each student had the opportunity to express their interests in various electives. The first survey was sent out in November of 2016 to help establish Enrichment opportunities for the spring semester of 2017. Using this to gauge overall interest for different courses, follow-up surveys and course sign-ups were sent out in January of 2017 to establish elective options for the 2017-18 school year. This survey was updated and sent out in January 2019 for annual input and revision of course offerings.

Per student request for more Visual and Performing Arts electives, Digital Photography was added and the Yearbook course was revised into a course that meets the University of California a-g requirements. The Humanities department brought back the course offerings of Creative Writing and Global Themes. Due to the growth in student interest, the Science department created an Advanced Placement Chemistry course and chose to hire a teacher that had the background expertise to teach the electives of Medical and Legal Ethics and Sports Medicine.

**Operations Committee and Parent Input:** In the last few years, elective offerings have also been discussed as a part of the Operations Committee concerns. As mentioned above, due to teacher and parent input, the Academic Seminar class was created as a replacement to the Academic Support class in order to make sure the needs of at-risk students were properly being met. Expanding our Advanced Placement course offerings was of big concern to parents, so in addition to AP Chemistry, AP Music Theory and AP Art are being added to the course catalog in 2019-20 to allow for students with a variety of academic interests to extend their learning. However, not all desired courses can fit into the master schedule because of issues such as teacher interest/expertise, student body size/waning interest, limited budget, and lack of space and time. This led to an exploration of new ways that Extended Learning Time could be structured to create some of these missing elective opportunities.

**New Extended Learning Time Structure and Enrichment Activities:** Western Sierra's new structure for [Extended Learning Time](#) has allowed for a wider variety of elective offerings. Throughout the 5 day rotation, each teacher has sessions in which they can offer an enrichment course. Some of these courses run for an extended period of time and students sign up for their totality. Others are offered on a drop-in basis, so that students may explore different concepts. Students who do not need help in a workshop have the freedom to choose either a tutorial or enrichment on a daily basis. Teachers create enrichment courses and opportunities based off of their areas of expertise and



student interest. The following are some of the enrichment courses and activities that were offered in the 2018-19 school year:

- Drawing
- Middle School Art
- Science in Movies
- Trebuchet Building
- Academic Decathlon
- Dance
- Broadway Sing-a-long
- College Visits and Application Workshops
- Study Hall
- Physical Fitness Workshops
- Improv Class
- Computer Programming
- Reading Group
- Origami
- Economics
- Creative Writing
- Literature in Movies
- Music
- Philosophy/Ethics

## **Chapter II: Student/Community Profile and Supporting Data and Findings**

Western Sierra Collegiate Academy (WSCA) is a public charter school located in Rocklin, California drawing students from a variety of neighboring school districts mainly from Placer and Sacramento Counties. Rocklin was incorporated in 1893 and encompasses 19.87 square miles sitting roughly 249 feet above sea level providing for a very temperate climate. The city of Rocklin maintains an AA credit rating and is home to more than 62,787 residents as of May 2016 with population growth of 64% since 2000. As of April 2016, Rocklin has an estimated civilian work force of 30,100 with an unemployment rate of 4.4%, an improvement of .4 percent from May of 2015. Approximately 40% of Rocklin citizens over age 25 hold a bachelor's degree or higher. Projected growth by 2030 is to more than 76,000. The median household income is \$79,274, which is 32% higher than the California average and 52% higher than the national average. 22,862 households call Rocklin home, with 2.76 persons making up the average household size. The median home price in June 2016 was \$415,400 with a median rent price of \$2,295. ([www.rocklin.ca.us](http://www.rocklin.ca.us))

The city has 25 parks managed and operated by the City of Rocklin Parks and Recreation Department, with many situated adjacent to existing elementary school campuses and providing additional recreation space. There is one 18-hole golf courses located within the city boundaries and an extensive network of bike and electric vehicle lanes as well as walking trails for residents to use.

Our authorizing district, Rocklin Unified (RUSD), operates two comprehensive senior high schools, one alternative high school, two middle schools, and twelve elementary schools. Sierra Community Junior College and William Jessup University are also located within the city boundaries. California State University Sacramento and the University of California Davis, as well as Brandman University, University of Phoenix, DeVry University, and Lincoln Law School are all within easy commuting distance.

### **WESTERN SIERRA COLLEGIATE ACADEMY:**

Western Sierra Collegiate Academy is a public, tuition-free charter school of choice for students in the greater Placer County, California area. Founded by a group of experienced educators and parents, WSCA prepares graduates to enter and thrive at the world's finest universities and colleges.

WSCA features a small school community, with high academic standards and a student code of conduct. WSCA believes that all students are capable of thriving in a demanding college preparatory program. Student success requires hard work and commitment by students, parents, and staff and collectively we know that students will flourish in an environment that allows them to achieve their full potential. Dedicated to excellence, the school is structured to recognize and respond to the developmental, cognitive, and creative needs of students.

During the spring of 2010, Western Sierra participated in an Initial Visit by a WASC representative and was granted a term of Initial Accreditation for three years. At the same time, it became necessary to secure a new location, as the lease at the Sunset Center was not to be renewed. This situation found parents as well as teachers uncertain about the school's status for the following year, and many sought enrollment and teaching positions at other schools. Only 3 1/2 teachers carried over to the 2011-2012 school year. Despite the uncertainty, Western Sierra's population grew as enrollment was filled with new students as well as students who had previously been on waiting lists.

In August 2011, Western Sierra moved to its current location in the Atherton Business Center with 340 students in grades 6–11. This move allowed the school to include sixth graders and expand to twelfth grade. As a result of the move, Western Sierra was able to provide expanded resources to students in technology, physical education, student services, grade level articulation, and postsecondary preparedness. The new facility also ensured students, parents, and the community a long-term efficiently and effectively operated educational institution.

In the 2012-13 school year, we saw the first graduating class of 27 students and a student body of 540 students in grades 6–12. In 2013-14, Western Sierra enrolled 723 students in grades 6–12. Western Sierra went through a WASC review and were very pleased to receive a six year accreditation status with a mid-cycle progress report. The school had its final year with a 6-12 grade model as our new elementary school, Rocklin Academy Gateway, was opening their doors and would begin a middle school model. At the end of the 2014-15 school year, Western Sierra maintained more than 95% of its staff from the previous years, greatly helping with the establishment of continuity and culture.

In 2018-2019, Western Sierra enrolled 793 students in grades 7–12. Western Sierra was always envisioned to be a small school with a focus on providing an engaging and rigorous academic curriculum, focusing on English, math, science, social sciences, world languages, and the arts. All students are enrolled in courses meeting the a-g entrance requirements for the University of California, the California State Universities, and the most selective private universities.

Western Sierra Collegiate Academy experienced a rather tumultuous first seven years. During that time span, the school had three different principals, and added its fourth for the 2016-17 school year, three different executive directors, a student population growth of over 500%, and a complete physical relocation. Over the past three years the entire staff, teachers as well as administration, has stabilized which has had a direct correlation on student achievement. The focus of Western Sierra remains on establishing high expectations, offering a small school community, building relationships

with active involved parents, offering a world class curriculum, while providing a safe and supportive environment with highly qualified teachers.

The school maintains 34 traditional style classrooms. All classrooms have projectors or a TV and teacher computer and all students are given Chromebooks supporting our 1:1 technology program. There is a gymnasium, stage, and two locker rooms available for students, plus a band room, choir room, and a dedicated art room, weight room, computer lab and College and Career Center. Additionally an Academic Commons area staffed by our Education Specialists is accessible to students requiring additional help as documented in their IEP.

### **GOVERNANCE:**

WSCA is part of the Rocklin Academy Family of Schools and is organized as a California nonprofit, public benefit corporation 501(c)3 and is governed by a Board of Directors pursuant to its bylaws. The Board is responsible for guiding the Academy in the pursuit of its vision and mission. The current Board members are:

- Robin Stout, Superintendent
- Doug Johnson, Chairman
- Alice Dowdin Calvillo, Vice Chair/Member
- Adam Schwarz, Member
- Larry Stieber, Member
- Jarrett Black, Member

Mrs. Robin Stout is the Executive Director/Superintendent of the Rocklin Academy Family of Schools and is a non-voting member of the school board.

During the 2016-2017 school year, the Rocklin Academy Family of Schools engaged in a strategic planning process which engaged all stakeholders through town hall meetings, sub-committees, focus groups and a leadership team that sought to create a five year strategic plan along with a cohesive mission, vision and core values, which are outlined in Chapter 1.

### **EXPECTED SCHOOLWIDE LEARNING OUTCOMES:**

Western Sierra Collegiate Academy will develop:

- Academic Achievers who:
  - Meet or exceed WSCA and CDE standards in all curricular areas
  - Are critical thinkers and problem solvers who effectively gather and evaluate information
  - Communicate clearly and effectively orally and in writing, formally and informally
  - Are informed and capable users of data
- Responsible individuals who:
  - Respect themselves and others
  - Encourage social responsibility and respect for cultural diversity



- Demonstrate civic awareness and responsibility
- Critical thinkers who:
  - Apply skills and knowledge from all subject areas both within and beyond the academic setting
  - Gather, organize, and evaluate information and resources to solve problems and make informed decisions

### **ACHIEVEMENT OF SCHOOLWIDE LEARNING EXPECTATIONS:**

Student development through academics is achieved by “raising the bar” in expectations and rigor throughout their experience as a Western Sierra student. Students who graduate from Western Sierra have completed the UC a-g requirements for admittance into four year colleges. In addition, our students must complete four Advanced Placement courses for graduation: AP World History, AP US History, AP Literature and AP Language. The 7-12 college preparatory curriculum is mapped to support an emphasis on Advanced Placement with a focus on pre-AP coursework in grades 7-9. Students are challenged in areas of critical thinking through many different instructional methods to include socratic seminars, debate, formal and informal presentations, and more. Students and teachers use formative assessment data, as well as learning target information, to help guide their learning and what next steps are needed for mastery.

Character development is equally important to the development of our students. Foundational life skills are addressed through Western Sierra’s C-PREP values. C-PREP, or college prep. stands for: Committed, Prepared, Respectful, Engaged, a Professional. In addition, the school’s Honor Code supports the importance of respect through academic integrity, respect for others, property, and themselves as students. High school students also have a community service requirement of 60 hours for graduation. We are committed to working with our students to help them become well-rounded community minded individuals. In the student handbook, students pledge to conduct themselves at all times honorably and in a way that shows pride in themselves, their family, and their school and community.

Critical thinking skills are most commonly taking place while in the classroom setting. Teachers use multiple modalities to ensure that learning is taking place within the classroom. These techniques are done in a number of different ways. Setting high expectations within the classroom that are specific and concrete create a learning environment that is clear for both students and the teacher. Pushing students to acknowledge information they have previously been introduced to and having them connect to new concepts is another valuable, practiced skill. Students also participate in activities in which the teacher provides a platform to stretch their student’s thinking from the simple to the complex (socratic seminars, debates, “question of the day” warm-up).

### **STAFFING:**

Daily operations of the school are the responsibility of the Western Sierra leadership team, which is composed of Chelsea Bowler-Shelton (Principal), Chip Kling (Vice Principal), Scott Crosson (Vice Principal), Andrea Adams (Science Chair), Richard Dahl (SS Chair), Andrew Grames (Ops Liaison), Kristin Schroeder (ELA Chair), Miken Dayton (VAPA Chair), Paola Clark (World Language Chair), Sabrina Sanchez (SpEd), Rachel Lewis (Intervention), Nic Paolini (Tech), and Carol Leonard (Mathematics Chair).

Thirty-nine credentialed teachers comprise the Western Sierra teaching staff. Western Sierra recruits and employs the most qualified credentialed teachers. All met their credential requirements in accordance with the State of California guidelines and are all NCLB compliant. Thirty are women and nine are men. As the school has grown we have added a College/Career Technician, two full time counselors, one full time psychologist, an Instructional Technology Coach, three Educational Specialists (SpEd), 13 full-time classified staff, three instructional aides and two full-time custodians to assist them. Two Academic Intervention Specialists are also on staff to support students needing assistance with organizational skills, academic development, and one on one time to assist them in completing assignments.

### **TEACHING AND LEARNING:**

Western Sierra remains committed and continues to look for ways to improve teaching and learning. The Leadership team spent several days focused on norming across the campus, a common mindset and commitment towards best practices to include reworking our Extended Learning Time (ELT), which takes place at the end of each school day. Preservice and monthly PD days focus on the following areas (to name a few):

- Professional Learning Communities
- Grading Practices
- Identifying essential standards
- Turning those Essential Standards into learning targets
- Creating rubrics and identifying exemplars
- Developing Common Assessments (Alpha and Beta)
- Using a functional data system to collect data (Illuminate)
- SMART Goals and collaborative inquiry
- Decision making through data analysis

**Professional Development:** Western Sierra believes that comprehensive, on-going, job-embedded professional development is central to school improvement and student success. To that end, WSCA professional development promotes continuous professional growth in a supportive environment by enhancing the knowledge and skills of all staff, with the expectation that doing so will also raise the levels of student performance. WSCA, with the support of the District office, is supplying a significant number of paid professional development opportunities annually that focus on curriculum, assessments, and best practices. Ongoing professional development is

further embedded in the school day through peer observations and walkthroughs targeted to specific student learning needs and teacher goals.

**Professional Learning Communities (PLCs):** Teachers meet in their professional learning communities to discuss student data, identify essential standards, develop learning targets, and develop common assessments. The school schedule was altered, showing the staff's commitment to having time to meet throughout the year. Each Wednesday, or "Late Start Wednesday" have PLC time from 7:30-8:45 am. Students do not begin class on those days until 9:00 am. Department Chairs share agendas and information from leadership meetings with their teams.

**Identifying Essential Standards:** Much time was focused on this and developing the "why" behind what is being taught and learned. When curriculum is based on clear essential outcomes, student achievement improves greatly (Marzano). The development of these essential standards were based on the four key questions of a PLC:

1. What do we expect students to learn?
2. How do we know they are learning it?
3. How do we respond when they do not learn?
4. How do we respond when they have already learned?

**Learning Targets:** Learning targets are new to our vocabulary, but not new in practice. Students need to know what the learning goal is for each day. These targets give the students, and teachers, the purpose and goal for learning in the classroom.

**Alpha and Beta Assessments:** An Alpha assessment, or formative, is given typically at the end of a unit of study and all questions are directly aligned to the Essential Standards and learning targets. Alphas include a combination of levels of questioning designed to quickly gather data to intervene prior to the Beta. Data is analyzed during PLC time and re-teaching/extension activities are then created. After the Alpha, students are given opportunities for remediation or extension on the given Essential Standards during the one to two class periods between the Alpha and Beta. The Beta, or summative assessment, finalizes a student's grade for that assessment.

**Illuminate:** Illuminate is our data collection software that is used to drive best practices and revisions or celebrations moving forward for our teachers and staff. Teachers whose data demonstrates effective strategies share their methods and ideas with colleagues in order to replicate their success.

**NWEA MAP:** Measures of Academic Progress testing is used three times a year in grades seven and eight as well as Integrated I and II to develop baseline learning proficiency levels, and then goals moving forward throughout the year for student improvement.

**ELT:** Extended Learning Time is approximately 55 minutes at the end of each day in which an additional level of support or enrichment is offered to each student on a daily basis. Workshops are offered where teachers are picking students to see them on a rotating priority sequence in which students receive additional supports/teaching. Tutorials exist where students can request to go and get additional help by attending a teachers session. Lastly, enrichment offerings are provided by teachers to enhance the culture and learning environment across the school campus. Our students are not the only ones who are benefiting from this time, our teachers are passionate about the support they can offer smaller groups of students during this time. Every teacher gets a workshop priority day based on a ten day rotation schedule. Timely intervention takes place. Each teacher receives an additional prep once during the schedule rotation as well.

**School-wide Expectations:**

Western Sierra seeks to provide students with a challenging and comprehensive college preparatory education in a small public school setting. In partnership with parents, we inspire students to strive for intellectual and creative excellence, to develop a deep appreciation for the arts and different cultures, and to employ 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.

**FISCAL RESPONSIBILITY:**

As part of the Rocklin Academy Family of Schools, Western Sierra adheres to the organizational policies and procedures of the Academy. Fiscal responsibility for Western Sierra is under the Rocklin Academy Family of Schools CMO. For the budgeting process, the Principal works in collaboration with department heads to develop specific components of the budget. Those components include overall staffing ratios, curriculum and professional development needs, etc. The budget is then submitted to the Superintendent and Director of Finance, who work in collaboration with the Principal to finalize the budget. Once the budget is completed, it is presented to the Finance Committee who is responsible for organization wide review and discussion. Upon their approval the budget then goes to the Board of Directors for approval or modification. Salaries are based on a board approved salary schedule, with teachers on a yearly contract. Expenditures are \$8,770 per pupil, which includes special education.

**PARENT SCHOOL PARTNERSHIP (PSP)**

The [Parent School Partnership](#) is an active parent group organized as a non-profit entity. PSP representation is an expectation for school activities, and it has representation during board meetings and with Western Sierra's Operations Committee. The purpose of the PSP is to provide support to our school staff, students and families while coordinating volunteers, fundraising and events throughout the year. The charter asks for a 30-hour volunteer commitment from each family, and the PSP organizes and tracks these hours. The PSP parent group does fundraising for activities and for other



## Western Sierra Collegiate Academy ACS WASC/CDE Self-Study Report

school-wide initiatives There are some additional annual events that PSP oversees as well, such as: Fireworks Booth, Orientation, online auction, and family events.

### **ENROLLMENT DATA:**

#### **2017-18 School Year:**

GRADE	BOYS	GIRLS	<u>TOTAL</u>	WHITE	HISPANIC	FILIPINO	ASIAN ISLANDER	TWO OR MORE RACES	BLACK OR AFRICAN -AM.	AM. INDIAN OR ALASKAN AMERICAN
7	44	45	<b>89</b>	44	12	5	13	11	1	0
8	45	46	<b>91</b>	51	10	3	37	8	1	0
9	83	103	<b>186</b>	111	24	5	29	17	4	1
10	75	82	<b>157</b>	82	27	7	10	15	3	1
11	67	61	<b>128</b>	78	11	4	17	16	1	1
12	49	70	<b>119</b>	71	14	3	8	19	3	0
<u>TOTAL</u>	<b>363 (47%)</b>	<b>407 (53%)</b>	<b>770 (100%)</b>	<b>437 (57%)</b>	<b>98 (13%)</b>	<b>27 (4%)</b>	<b>106 (14%)</b>	<b>86 (10%)</b>	<b>13 (2%)</b>	<b>3 (0%)</b>

### **RETENTION RATES:**

Year	First Day Enrollment	Last Day Enrollment Minus Graduates	Returning Students	Student Retention Rate
2016-17	754	635	559	88.03%
2017-18	766	628	570	90.76%
2018-19	789	648	612	94.44%

### **DEMOGRAPHICS:**

Demographics	WSCA	ROCKLIN	PLACER COUNTY	CALIFORNIA
White	56.8%	63.1%	61.4%	23.2%
Hispanic	12.7%	14.6%	19.5%	54.3%
Asian/Pacific Islander	3.6%	8.6%	6.1%	9.2%
Two or more races	9.7%	7.3%	5.7%	3.5%
Black or African-American	1.7%	1.6%	2.1%	5.5%
American Indian or Alaskan-Am.	0.4%	0.4%	0.6%	0.5%

## Western Sierra Collegiate Academy ACS WASC/CDE Self-Study Report

The school population will not grow much larger than the current year of 819 students. Western Sierra accepts all students who apply and are granted admission through the lottery, up to that grade's capacity number. Students are then placed on a waiting list and enrolled as space becomes available. Females outnumber males roughly 51% to 49%. Student ethnicity is diverse, outranking Placer County and California.

Students enroll in Western Sierra from a variety of neighboring school districts, mainly Rocklin Unified School District, Western Placer School District, and Roseville City Elementary & Roseville Union High School District.

DISTRICT OF ORIGIN			
Auburn Union	0.26%	Rocklin Union	26.12%
Buckeye Union	0.13%	Roseville City	8.27%
Center	0.39%	Roseville Joint Union	32.15%
Dry Creek	1.44%	San Juan Unified	3.28%
Eureka Union	0.52%	Twin Rivers	0.66%
Folsom-Cordova	0.26%	Western Placer	24.02%
Marysville	0.13%		
Newcastle	0.13%		
Placer Union	2.23%		
	<b>Total</b>	762	100%

### **EL/SPED Numbers:**

YEAR	EL	IEPs	504
<b>2016/17</b>	6	61 (8%)	41 (5%)
<b>2017/18</b>	3	47 (6%)	88 (12%)
<b>2018/19</b>	6	49 (6%)	77 (10%)

### **Ethnic Enrollment in AP courses (2018-19):**

AP Courses	American Indian/Alaska native	Asian	Filipino	Black/ African American	White	Hispanic/Latin o	Two or more Race Categories
English Language	1	12	8	0	60	7	12
English Lit.	1	19	8	1	66	22	10
Govt. & Politics	0	5	3	2	17	5	5
US History	1	5	3	2	41	15	6

## Western Sierra Collegiate Academy ACS WASC/CDE Self-Study Report

World History	1	23	7	4	87	19	13
Calculus AB	1	12	1	0	15	4	3
Calculus BC	0	2	1	0	3	0	1
Statistics	0	12	7	0	30	5	7
Biology	0	7	2	0	11	3	2
Chemistry	0	6	1	0	3	1	0
Physics 1	1	2	2	0	4	1	5
Chinese Language	0	2	0	0	1	0	0
Spanish Language	0	1	0	0	4	3	0

(The numbers in the above chart are **not** unduplicated counts. We have multiple kids in multiple AP courses)

During the 2018-2019 school year, Western Sierra offered thirteen different Advanced Placement courses for our students: Biology, Physics, Calculus AB and BC, Statistics, Chemistry, English Composition (12<sup>th</sup>), English Literature (11<sup>th</sup>), World History (10<sup>th</sup>), United States History (11<sup>th</sup>), Government (12<sup>th</sup>), Spanish, and Chinese. All students in grades 10 through 12 are enrolled in at least one AP course. For the 2019-2020 school year, we have added AP Psychology, Music Theory and Art.

### **SAFETY:**

Western Sierra maintains a safe, clean, and adequate school facility. Staff is dedicated to the functionality and beautification of the campus. Western Sierra follows a School Safety Plan and conducts regular crisis response drills, including fire, earthquake and evacuation drills. The school operates under the provisions of the Safety Plan of the facility where it is housed and implements its own school safety and disaster preparedness plan under the responsibility of the Operations Committee. Included in this plan is the provision that each classroom must have a Crisis Response protocol that outlines safety procedures and is reviewed by teachers at the start of each year. Western Sierra complies with all applicable federal environmental laws and the school complies with Education Code § 47610 by utilizing a leased facility that is compliant with State Building Code.

Student behavior at WSCA is indicative of the high expectations that parents and staff alike hold for their children.

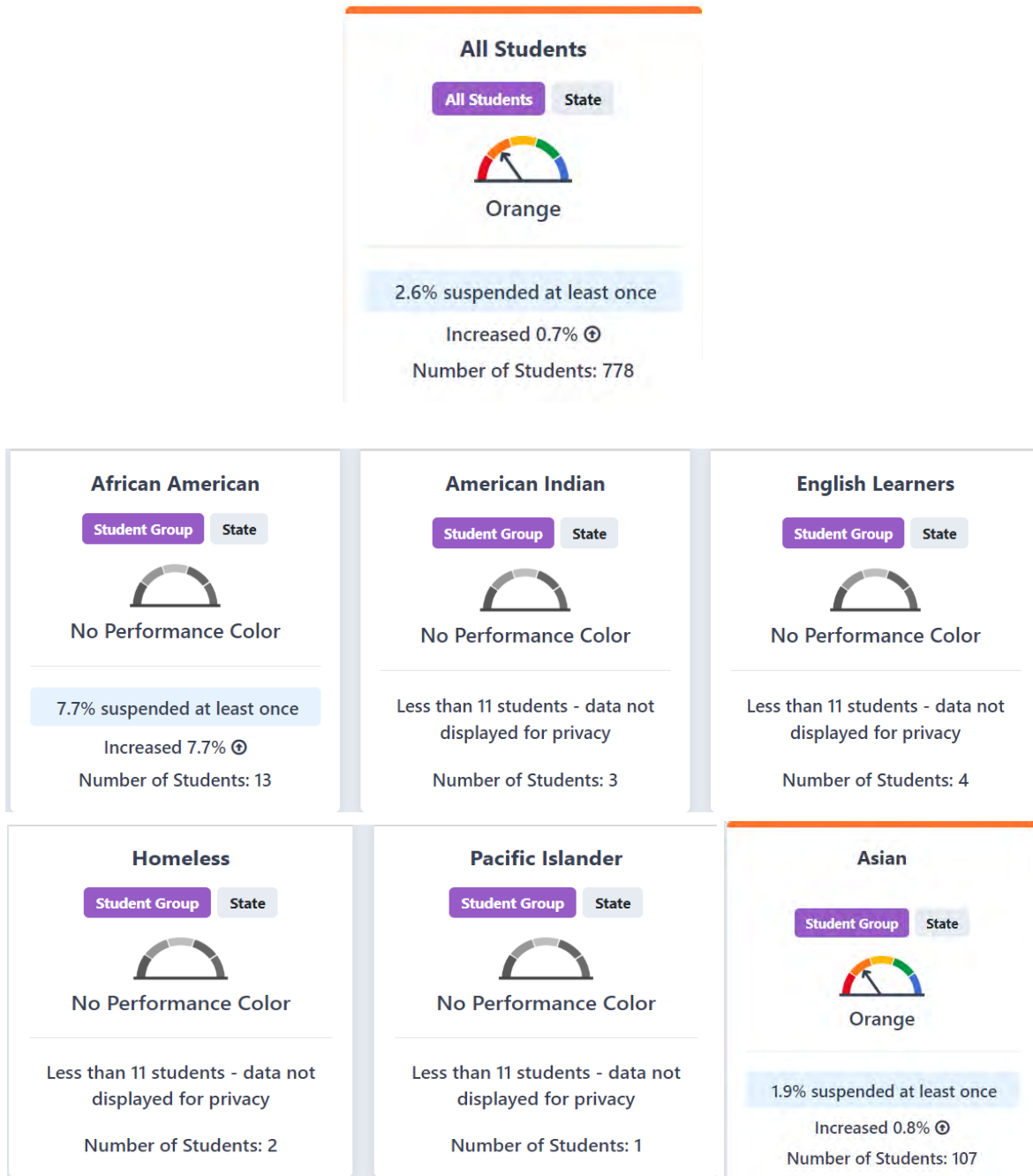
### **Suspension/Expulsion:**

YEAR	SUSPENSIONS	EXPULSIONS
<b>2016-17 School Year</b>	15	0
<b>*2017-18 School Year</b>	20	0

# Western Sierra Collegiate Academy ACS WASC/CDE Self-Study Report

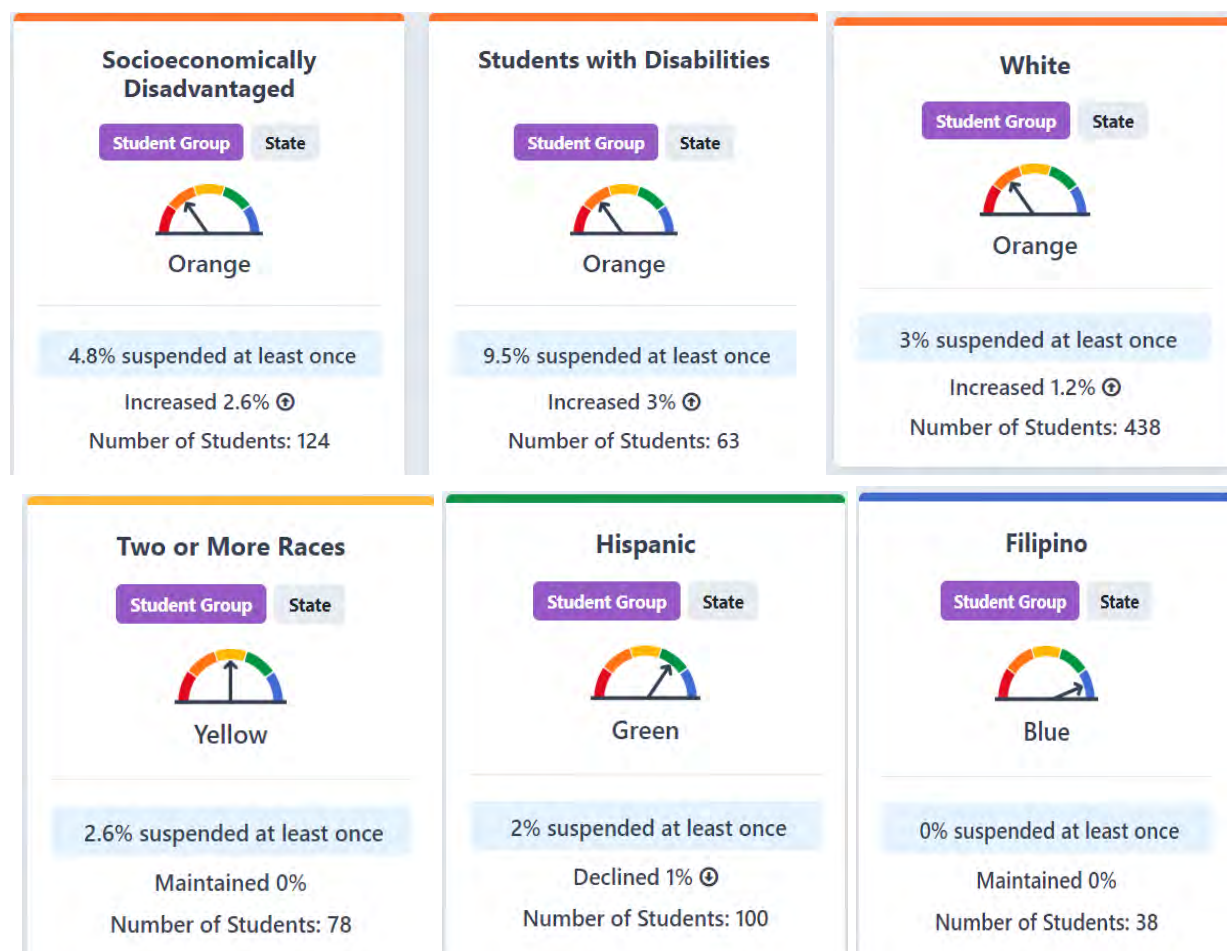
2018-19 School Year	22	1
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[\\*2017-2018 Dashboard Data](#)





## Western Sierra Collegiate Academy ACS WASC/CDE Self-Study Report



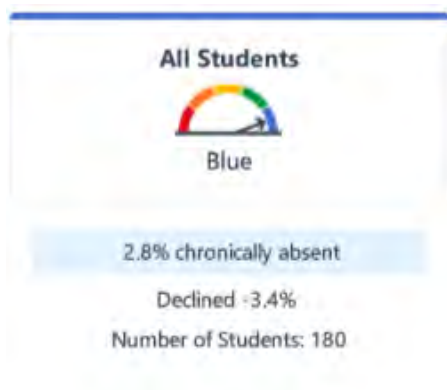
### [\\*2017-18 Dashboard Data](#)

The California Dashboard data reveals that we scored blue or green in every element with the exception of suspensions, where we scored an orange. Our PBIS team has spent this year analyzing this data and has determined a need to explore restorative practices as an alternative means to suspension as well as to fully develop Tier II interventions for students who are exhibiting additional learning needs and supports to be successful. During the 2019 preservice, teachers engaged in learning around restorative practices in the classroom and the administrative and counseling teams did a book study of *The Restorative Practices Handbook* by Bob Costello, Joshua Watchtel and Ted Watchtel.

## Attendance

Attendance	Percentage
2016-2017	95.38%
2017-2018	96.74%
2018-2019	96.29%

### \*2017-2018 Dashboard



Parents and students realize the importance of daily attendance as demonstrated in Western Sierra's relatively stable rate of attendance. We view each day as an essential learning opportunity. A significant part of each student's educational experience is derived from classroom participation, activities, discussion, and relationships. Regular attendance is crucial for students to attain the maximum benefit from the school experience. Therefore, we expect exemplary attendance of our students. Missing school regularly not only is detrimental to a child's learning, but also can create poor learning habits. Of course, if a child is sick or has a communicable illness, he or she should stay home to rest and recover. To help with this increase with attendance, we have staff who meet with a district level group to discuss and establish best practices for each campus, attendance meetings between families and administration for absences for more than three days, an attendance policy that clearly defines excused, unexcused absences and truancy.

The percentage of students qualifying for Free and Reduced Lunches has also remained relatively static:

Free and Reduced Lunch	Percentage
2016-2017	74 (9.8%)
2017-2018	101 (13.1%)
2018-2019	87 (11%)

Western Sierra parents value education as demonstrated by their own levels of educational achievement; at least 80% of Western Sierra parents have earned a college degree or higher.

PARENT EDUCATION LEVEL	2017-18	2018-19
Graduate Degree or Higher	279 (35.91%)	308 (40.42%)
College Degree	333 (42.86%)	305 (40.03%)
Some College	143 (18.40%)	129 (16.93%)
High School Diploma	16 (2.06%)	15 (1.97%)
No High School	6 (0.77%)	5 (0.66%)

#### **GRADUATION, DROPOUT, AND A-G COMPLETION RATES:**

Western Sierra's graduation rate is very high. The collaboration between the administration, staff, teachers, parents, and students provide a solid platform for our graduates to be prepared for life beyond high school. In 2018-2019, we saw a dip in our cohort graduation rate because we had four students opt to take the CHSPE (High School Proficiency Exam) and enroll in community college.

Years	Cohort Graduation Rates	Cohort Dropouts Rates	A-G Cohort Rates
2016-2017	95.50%	1%	86%
*2017-2018	98.25%	.88%	87%
2018-2019	94.40%	2.40%	N/A

\*2017-2018 Dashboard



### CAASPP Scores:

### Western Sierra Math Scores: 7th Grade

	2016	2017	2018	2019
Standard Exceeded	37.2%	34.9%	41.9%	47%
Standard Met	26.7%	25.3%	19.8%	26%
Standard Nearly Met	30.2%	28.9%	26.7%	21%
Standard Not Met	5.8%	10.8%	11.6%	7%

### Claim Performance: Percent of Students at Each Level

#### Concepts & Procedures



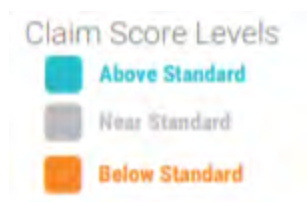
#### Problem Solving & Modeling/Data



#### Communicating Reasoning







## 8th Grade

	2016	2017	2018	2019
Standard Exceeded	36.3%	38.8%	31.1%	45%
Standard Met	25.3%	19.4%	23.3%	24%
Standard Nearly Met	21.4%	30.1%	26.7%	18%
Standard Not Met	17%	11.7%	18.9%	13%

## Claim Performance: Percent of Students at Each Level

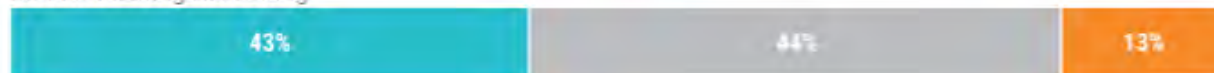
### Concepts & Procedures



### Problem Solving & Modeling/Data



### Communicating Reasoning



### Claim Score Levels



## 11th Grade

	2016	2017	2018	2019
Standard Exceeded	22.9%	16.8%	15%	30%
Standard Met	24.8%	35.3%	33.3%	33%
Standard Nearly Met	37.6%	26.9%	24.2%	22%
Standard Not Met	14.7%	21%	27.5%	15%

### Claim Performance: Percent of Students at Each Level

Concepts & Procedures



Problem Solving & Modeling/Data



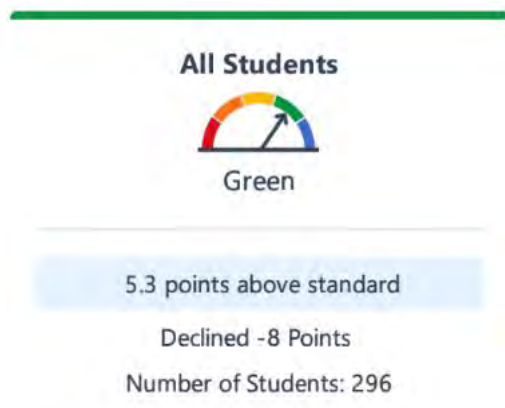
Communicating Reasoning



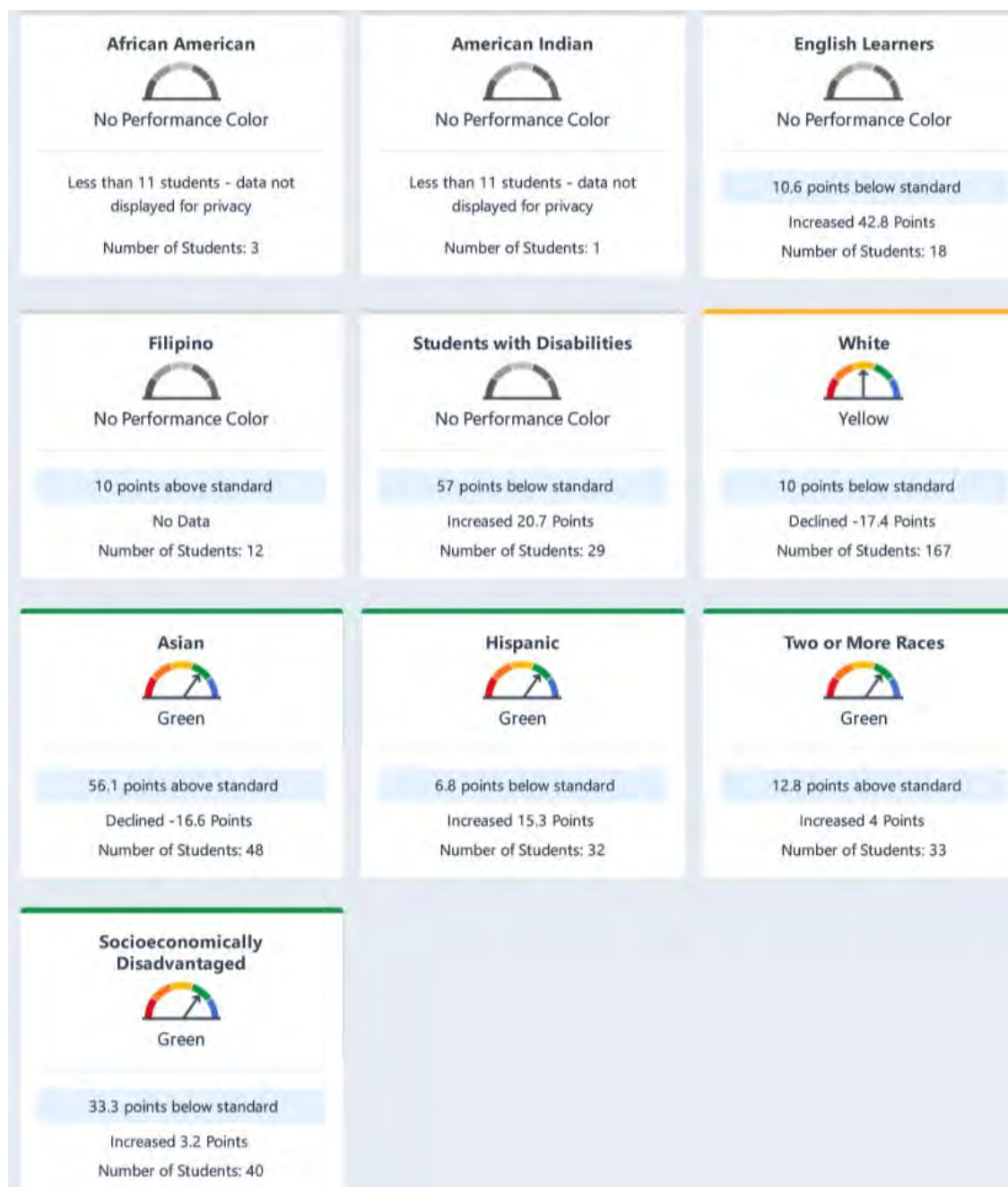
Claim Score Levels



## CAASPP Math Dashboard data from 2017-2018



## Western Sierra Collegiate Academy ACS WASC/CDE Self-Study Report





**Western Sierra Overall ELA Scores:  
7th Grade**

	2016	2017	2018	2019
Standard Exceeded	<b>26.7%</b>	<b>30%</b>	<b>30.2%</b>	<b>43%</b>
Standard Met	<b>39.5%</b>	<b>47%</b>	<b>47.7%</b>	<b>43%</b>
Standard Nearly Met	<b>24.4%</b>	<b>20%</b>	<b>16.3%</b>	<b>5%</b>
Standard Not Met	<b>9.3%</b>	<b>2%</b>	<b>5.8%</b>	<b>9%</b>

**Claim Performance: Percent of Students at Each Level**



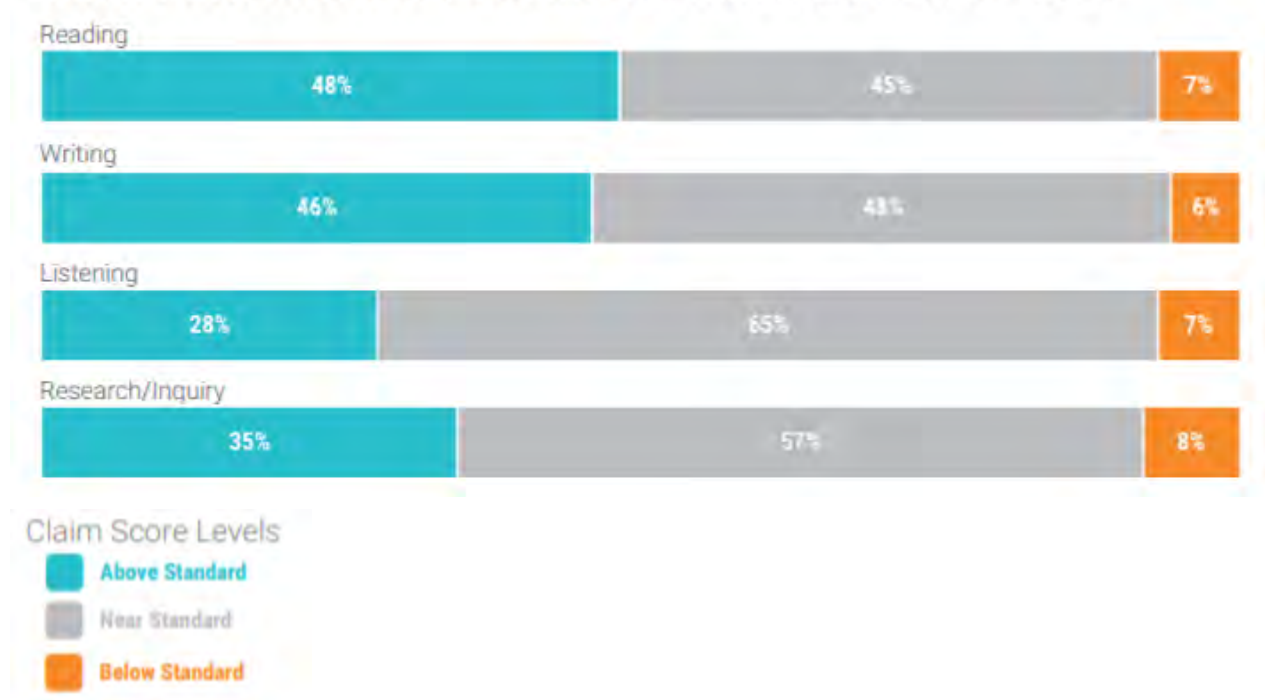
**Claim Score Levels**



## 8th Grade

	2016	2017	2018	2019
Standard Exceeded	36.1%	34%	22.2%	28%
Standard Met	41.5%	32%	46.7%	49%
Standard Nearly Met	18%	23%	22.2%	18%
Standard Not Met	4.4%	11%	8.9%	4%

### Claim Performance: Percent of Students at Each Level



## 11th Grade

	2016	2017	2018	2019
Standard Exceeded	56.4%	48%	48.8%	68%
Standard Met	31.8%	34%	24%	24%
Standard Nearly Met	10.9%	8%	14%	5%
Standard Not Met	0.9%	9%	13.2%	3%

## Claim Performance: Percent of Students at Each Level

Reading



Writing



Listening



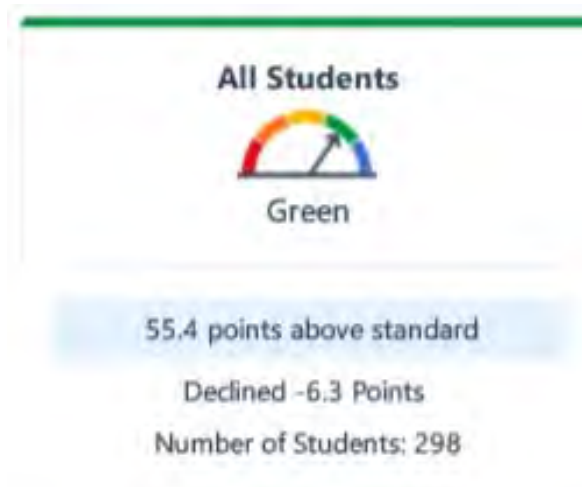
Research/Inquiry



Claim Score Levels

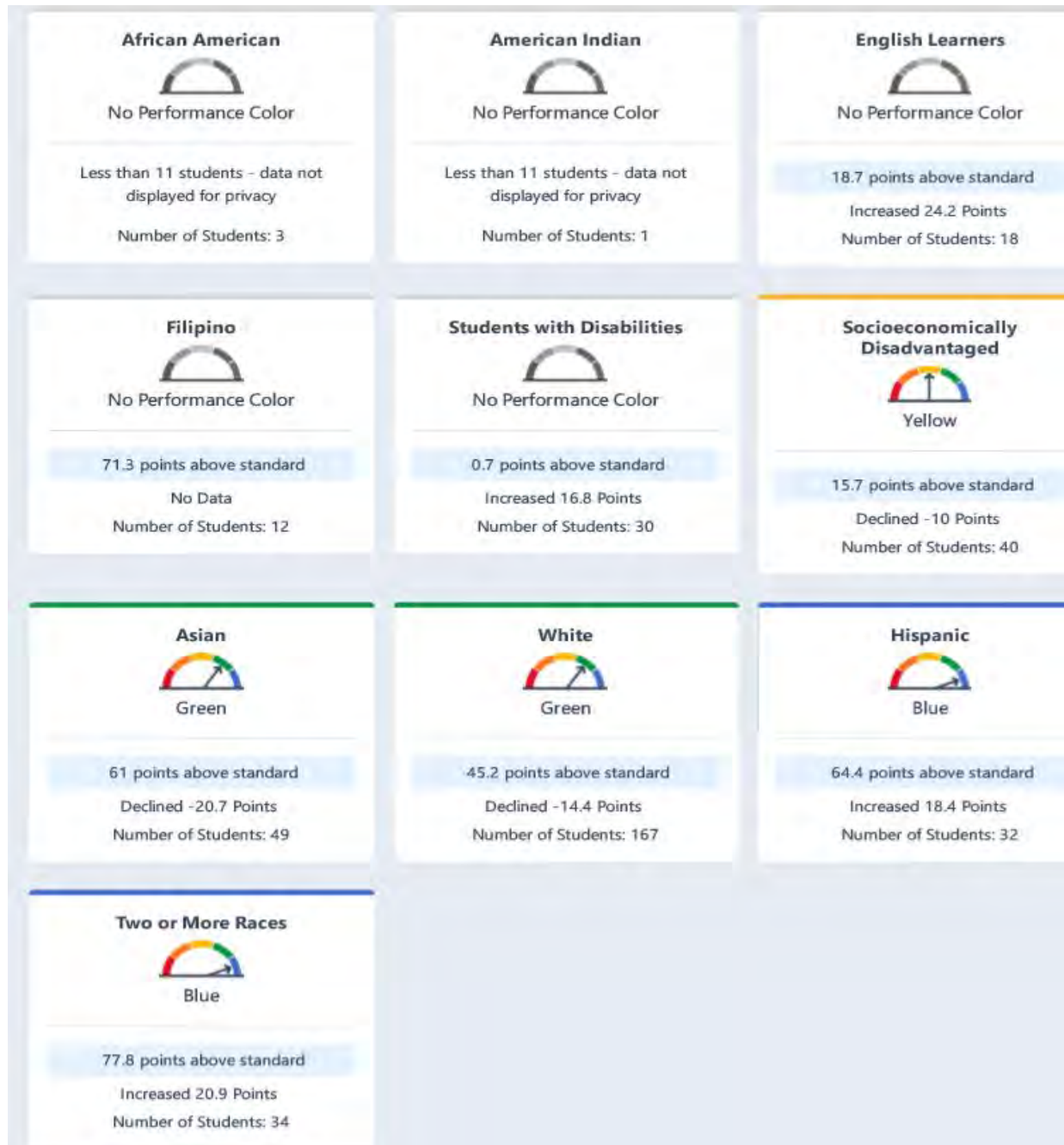


CAASPP ELA Dashboard data from 2017-2018





## Western Sierra Collegiate Academy ACS WASC/CDE Self-Study Report



Western Sierra's CAASPP scores in 7th, 8th, and 11th grades are very competitive and traditionally exceed achievement levels in some areas compared to our local Rocklin School District, and well exceed achievement levels compared to the overall California state scores. Although the Dashboard data is not updated, we saw 8-15% growth in both ELA and Math in all grade levels during the 2018-2019 school year and anticipate being blue in both areas as both revealed significant gains above standard. At the time of this report, we do not have subgroup data for the 2018-2019 school year; however, in 2017-2018 our subgroups of Hispanic, Two or More Races, and Socioeconomically

Disadvantaged showed an increase in math; whereas, Hispanic and Two or More Races in ELA showed significant improvement.

### **PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT):**

Western Sierra endeavors to have all students take the PSAT every year. With that in mind, it is given to all 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders in-house. As Western Sierra's enrollment has grown, the degrees of variance between our students and the state and national averages continue to be impressive. In 2018, Western Sierra's mean scores in grades 9<sup>th</sup> -11<sup>th</sup> reading, writing, and mathematics exceeded both state and national scores in every category.

<b>Fall PSAT 2018 Reading/Writing</b>	<b>WSCA Met or Exceeds Benchmark</b>	<b>State Met or Exceeds Benchmark</b>	<b>Nation Met or Exceeds Benchmark</b>
<b>8<sup>th</sup> Grade PSAT 8/9</b>	84%	42%	53%
<b>9<sup>th</sup> Grade PSAT 8/9</b>	84%	44%	57%
<b>10<sup>th</sup> Grade PSAT/NMSQT</b>	80%	54%	63%
<b>11<sup>th</sup> Grade PSAT/NMSQT</b>	89%	60%	69%
<b>Fall PSAT 2018 Math</b>	<b>WSCA Met or Exceeds Benchmark</b>	<b>State Met or Exceeds Benchmark</b>	<b>Nation Met or Exceeds Benchmark</b>
<b>8<sup>th</sup> Grade PSAT 8/9</b>	64%	27%	37%
<b>9<sup>th</sup> Grade PSAT 8/9</b>	68%	31%	42%
<b>10<sup>th</sup> Grade PSAT/NMSQT</b>	53%	34%	43%
<b>11<sup>th</sup> Grade PSAT/NMSQT</b>	60%	36%	45%

### **COLLEGE ADMISSION RATES:**

Western Sierra Collegiate Academy has graduated six classes now ranging from our original class of 27 students to 113 in 2019. Western Sierra graduates are attending outstanding institutions such as BYU, UC Merced, UC Berkeley, UCLA, UC Davis, Cal Poly, MIT, Yale, and Duke to name a few. In 2019, 90% of our students were accepted to college programs overall.

## Western Sierra's Graduating Class:

College Acceptance	Total Acceptance Per Class	2 Year Public University	4 Year College/University
2017	85%	36.4%	49%
2018	87%	41.4%	45.7%
2019	89.6%	34.9%	50.4%

## ADVANCED PLACEMENT:

This summary report shows five years of data at the school, state, and global levels. The graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher and then a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher.

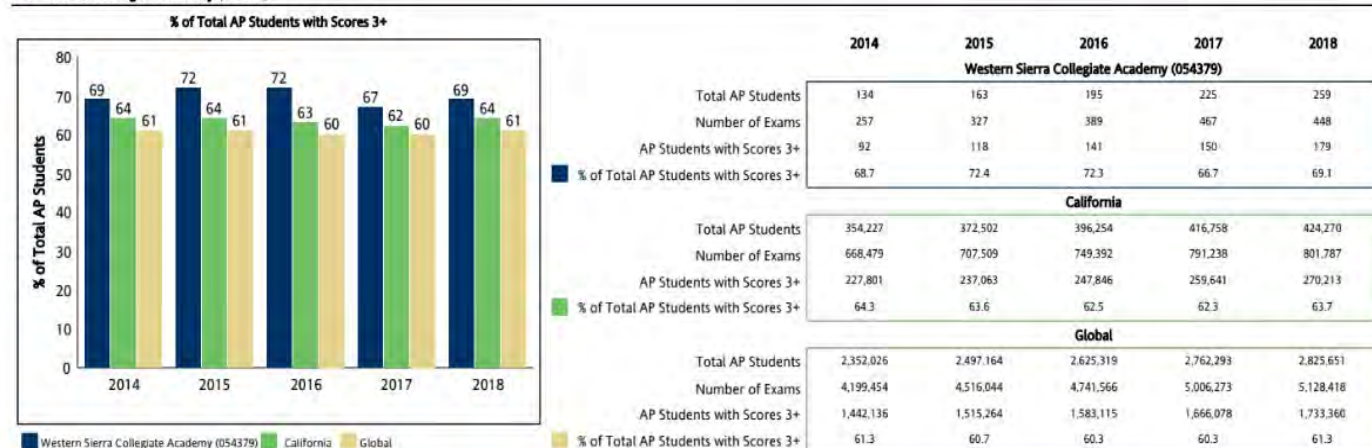
### AP® Five-Year School Score Summary (2018)

[Print / Download Options](#)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Aug 2, 2018, Report Run Aug 2, 2018

Western Sierra Collegiate Academy (054379)



As the number of AP students who are taking AP tests have grown each year, so have the number of students scoring 3+ on the exams resulting in higher passing percentages than state and global students.

**SURVEY RESULTS:****2019 California Healthy Kids Survey:**

<b>CA Healthy Kids Survey Results &amp; Comparisons - Grades 7, 9, &amp; 11</b>			
<b>Survey Focus</b>	<b>WSCA 2016-2017 Grades 7, 9, &amp; 11</b>	<b>WSCA 2017-2018 Grades 7, 9, &amp; 11</b>	<b>WSCA 2018-2019 Grades 7, 9, &amp; 11</b>
<b>School Performance, Supports, and Engagements</b>			
<b>Caring Relationships - Table A4.7</b> Percentage of students who indicate "All or Most of the Time"			
At my school there is a teacher or some other adult who really cares about me.	7th Grade: 78% 9th Grade: 62% 11th Grade: 71 %	7th Grade: 51 % 9th Grade: 52% 11th Grade: 63%	7th Grade: 67% 9th Grade: 70% 11th Grade: 74%
<b>High Expectations - Table A4.8</b> Percentage of students who indicate "All or Most of the Time"/ "Very Much or Pretty Much True"			
At my school there is a teacher or some other adult who always wants me to do my best.	7th Grade: 94% 9th Grade: 87% 11th Grade: 78%	7th Grade: 77% 9th Grade: 77% 11th Grade: 77%	7th Grade: 86 % 9th Grade: 89% 11th Grade: 85%
At my school there is a teacher or some other adult who believes that I will be a success.	7th Grade: 87% 9th Grade: 66% 11th Grade: 77%	7th Grade: 72% 9th Grade: 57% 11th Grade: 72%	7th Grade: 80% 9th Grade: 78% 11th Grade: 77%
<b>School Connectedness - Table 4.10</b> Percentage of students who indicate "Agree or Strongly Agree"			
I feel close to people at school?	7th Grade: 69% 9th Grade: 78% 11th Grade: 76%	7th Grade: 57% 9th Grade: 67% 11th Grade: 63%	7th Grade: 75% 9th Grade: 75% 11th Grade: 79%
The teachers at this school treat students fairly?	7th Grade: 77% 9th Grade: 64% 11th Grade: 66%	7th Grade: 76% 9th Grade: 60% 11th Grade: 66%	7th Grade: 79% 9th Grade: 73% 11th Grade: 77%
I feel safe at school?	7th Grade: 85% 9th Grade: 79% 11th Grade: 85%	7th Grade: 68% 9th Grade: 77% 11th Grade: 70%	7th Grade: 78% 9th Grade: 75% 11th Grade: 78%
<b>Social Emotional Distress</b>			
<b>Social Emotional Distress- Table P8.1</b> Percentage of students who indicate "Very Much True or Pretty Much True" <i>Over the past month, how true do you feel these statements are about you?...</i>			
Average reporting "Very much true" for Social Emotional Distress Overall.	NA	7th Grade : 15% 9th Grade: 17% 11th Grade: 20%	7th Grade: 8% 9th Grade: 13% 11th Grade: 26%



The data represented in the California Healthy Kids Survey results is a small sampling of the overall report which speaks to the focus areas of building relationships amongst students and staff and decreasing the social emotional distress of our students. For the most part, students feel safe at school and know that adults on campus believe they can be successful.

### Survey Data for LCAP:

#### [2019 Staff Survey](#) - Goal 3, Metrics 2 & 3

Staff Survey Data for LCAP - Goal 3	
<b>I am satisfied with the culture of my workplace.</b> (Q3 of Survey) <i>*Strongly/Mostly Agree</i>	
2018	2019
<b>Certificated Staff</b> 82% (28 respondents)	<b>Certificated Staff</b> 92% (26 respondents of 48 sent - 54%)
<b>Classified Staff</b> 83% (6 respondents)	<b>Classified Staff</b> 100% (4 respondents of 16 sent - 25%)
<b>I have implemented a strategy learned from a professional development session this year.</b> (Q4 of Survey) <i>*Strongly/Mostly Agree</i>	
<b>Certificated Staff</b> 82% (28 respondents)	<b>Certificated Staff</b> 88% (26 respondents of 48 sent - 54%)

Over the past three years, there has been a concerted effort to build the culture and community for our staff, which resulted in the creation of the Staff Morale team as one of our change groups during the 2018-2019 school year. The team focused on planning staff events, celebrating birthdays, creating staff competitions and providing encouragement for staff members who may have needed additional support. In addition, during PD days during the second semester, we ensured that every new thing that was learned also had time for practice built into the day. Research shows that if you don't implement a new strategy within a few days, it will never be implemented. The focus areas for this work was built around our [SMART Goal Facilitation Guide](#) and Goal Tracker forms.

**2019 Parent Engagement Survey** - Goal 4, Metrics 1, 2, 3, & 4

<b>Parent Engagement Survey Data - Goal 3, LCFF Priority 3</b>	
<b>Parents and families are critical to support the success of the schools.</b> (Q6 of Survey) <i>*Always or For the Most Part</i>	
<b>2018</b>	<b>2019</b>
85%	92%
<b>RAFOS encourages me to be an active partner with the school in educating my child.</b> (Q12 of Survey) <i>*Strongly Agree/Agree</i>	
68%	75%
<b>Did you attend any events at your school this year?</b> (Q13 of Survey)	
90%	88%
<b>Did you volunteer to serve on any committees at your school this year?</b> (Q14 of Survey)	
33%	31%
<b>Did you engage in volunteering at your school this year (i.e. classroom volunteering, field trips, events)?</b> (Q15 of Survey)	
68%	62%
<b>Did you attend any committee meetings at your school this year?</b> (Q16 of Survey)	
30%	33%
<b>Did you participate in organizing fundraising activities (including donating funds) at your school this year?</b> (Q17 of Survey)	
62%	70%

Over the past year, our Parent School Partnership (PSP) has been working with our Director of Growth and Community Engagement on the development of parent engagement rubrics. The focus this year was less on fundraising and more on building a community for our parents as we are a commuter school for many families, they may not feel as connected to our school. We are also working on capturing how families participate beyond the Annual Giving Campaign, as many of our families contribute countless time and money to the specific programs their children participate in. We look forward to continuing this work to capture the authentic engagement of our parents and families.

**Identified Critical Learner Needs:**

The Western Sierra administration, staff, parents and students have all dedicated time (professional development, PLC time, department meetings, student and parent

meetings, surveys) to focus on specific data sources from Chapter 2. After extensive analysis, we have determined the following Critical Learner Needs:

- The gap between the performance of all students compared to Special Education and Socioeconomically Disadvantaged students.
- Students perform lower on Math compared to ELA on standardized tests.
- Suspension rate increased and is disproportionate for Special Education and Socioeconomically Disadvantaged students.
- Mental health support for students as they manage the rigorous course load of our school.

**Important Questions for Staff Discussion:**

- How we can better understand how to serve Special Education and Socioeconomically Disadvantaged students?
- What are the obstacles students are facing that we can moderate?
- How can ELT be utilized to tackle some of these issues?
- What are the correlations between SED and Special Education students, absences, and achievement?
- How do we make sure instruction is accessible in multiple ways?
- What are some other ways to provide relationship building time/activities for students and teachers? In our curriculum? How can we invite students lives into the classroom?
- Is the new math curriculum working? What evidence do we have that all students are meeting the essential standards?
- Are our math assessments aligned to the expectations of standardized tests?
- How can we utilize PBIS, MTSS and restorative practices for prevention measures in suspensions/expulsions?
- How many students need social-emotional support outside of what is provided now?

## Chapter III: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

#### Group A

**Teacher Lead:** Kari-Anne MacArthur, Math Teacher

**Group Members:** Chelsea Bowler-Shelton, Principal

Kelly Harris, Counselor

Becky Kling, Intervention Teacher

Andrew Grames, Social Science Teacher

BreAnn Tiboni, Education Specialist

Christianna Heihn, Social Science Teacher

Gina Wise, Attendance Clerk

Kim Reyne, Administration Assistant

Kim Madak, School Secretary

Greg Mahaffey, Maintenance and Operations

Claire McNaney, Instructional Aide

Dana Ormiston, Instructional Aide

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Indicators with Prompts

##### Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
The vision and mission of Western Sierra Collegiate Academy is directly aligned to the mission and vision of the	<a href="#">Strategic Plan</a>



<p>Rocklin Academy Family of Schools. The vision and mission along with the five goals were adopted two years ago after the organization underwent a strategic planning process and embody what we work to achieve on a daily basis so that our students develop holistically.</p> <p>Mission: Rocklin Academy Family of Schools provides a distinct educational program strengthened by community and parent partnerships to achieve high standards, rich core content, and innovative learning.</p> <p>Vision: We envision a school community that inspires its students to excel academically, pursue their passions, and impact the world with excellence.</p> <p>Both the vision and mission embody what we work to achieve on a daily basis so that our students are college and career ready.</p> <p>Western Sierra ensures its students achieve high quality education by utilizing essential standards protocols that consist of learning targets, exemplars, rubrics and common assessments. Standards were whittled down collaboratively to find the standards considered most essential. Exemplars, assessments, and learning targets were then made so that teachers knew exactly what level of rigor students needed to achieve the standards. Student achievement on these essential standards are measured by the collaborative inquiry process which align to the four questions of a PLC. Through this process, our belief in mastery based learning ensures all students reach the bar/rigor of the essential standards.</p> <p>Furthermore, we prepare all students to be college and career ready as our diploma is aligned to the UC a-g requirements and all students must take and pass four AP courses (AP World History, AP US History, AP Literature, AP Language) for graduation.</p> <p>Our data related to a-g, graduation, AP statistics, CAASPP, etc., speak to our beliefs and systematic approach to ensuring students are college and career ready.</p>	<p>Mission</p> <p>Vision</p> <p>Essential Standards Learning Targets Exemplars Rubrics Common Assessments Collaborative Inquiry Mastery Based Learning</p> <p><a href="#">UC a-g diploma</a></p> <p><a href="#">Required AP coursework</a></p>
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**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Western Sierra has effectively instituted processes and practices to engage all stakeholders. The specific steps include the district-wide Strategic Plan, which has allowed for the creation of several different teams with members that are parents, students, teachers, administrators, district staff, and members of the community. These teams include: MTSS, K-12 ELA team, K-12 math team, New Teacher Orientation Team, Recruitment Team, and the Compensation Committee.</p>	<p><a href="#">Strategic Plan</a> Stakeholder Involvement</p>
<p>Additionally, the Western Sierra Operations Committee, comprised of teachers, parents, an ASB student representative and a Principal's Student Forum representative, administration, and staff members meet monthly to make sure the mission and vision of the school are being upheld as well as to make Board recommendations for handbook changes, curriculum, facilities, etc.</p>	<p><a href="#">Operations Committee</a></p>
<p>The Principal also meets weekly with the Principal's Student Forum which consists of a student representative from every Pack Time class as well as an Executive Committee with representation from each grade level. The Forum has been instrumental in providing an information pipeline from the Principal to students as well has been a critical component to policy change regarding dress code, grading policy, and Pack Time curriculum.</p>	<p><a href="#">Principal's Student Forum</a></p>
<p>The Leadership Team is responsible for making many of the important decisions on campus from changing bell schedules to providing an intervention period to disseminating information to the remainder of the staff. The Leadership Team has been essential in identifying problems and creating solutions around campus and includes administration, department chairs, the Tech Coordinator, and the Operations Committee liaison.</p>	<p>Leadership</p>

<p>We also seek the input of community members. A new process that was initiated in the 2018-2019 school year was the development of change groups during the monthly professional development days. Teachers chose to join a group centered around staff culture, technology, or social emotional learning. The social emotional learning group was led by a Sacramento State professor to help lead Western Sierra's movement towards a curriculum that includes cultural sensitivity.</p> <p>All of these groups contributed to the revision of the mission, vision, and goals of our Strategic Plan and continue to ensure our commitment to each element.</p>	Change groups
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### Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Western Sierra thoroughly ensures that all of the standing stakeholder groups demonstrate understanding and commitment to all components of the vision, mission, learner outcomes and LCAP through their active participation, guidance as well as their ability to report back information and push out information to their specific stakeholder group.</p> <p>Western Sierra makes sure that students, parents, and other members of the community are given many opportunities to understand the school's vision, mission, learner outcomes and LCAP. In Pack Time students learn about and engage with the school's vision and mission through input and alignment in the Principal's Student Forum, and parents complete yearly surveys aligned to our vision, mission and learner outcomes to create our LCAP. Parents have additional ways to seek understanding of our programs through Parent Information Nights, Orientation, Handbook, Back-to-School Night, Parent University, PSP and Operations Committee meetings.</p>	<p>Pack Time</p> <p><a href="#">LCAP Survey</a></p> <p>Parent Information Nights</p>

### A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support

the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

## Indicators with Prompts

### Governing Board and District Administration

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
Rocklin Academy Family of Schools' Governing Board supports the school's vision and mission by providing strong and clear policies and procedures to enable administration and the teachers to support the achievement of all students. The policies and procedures are reviewed regularly to ensure compliance and needs. Policies and procedures, board agendas and minutes are available to the public and employees via the online board documentation system, <a href="#">BoardDocs</a> . In addition, regularly scheduled monthly board meetings, including additional as-needed special meetings, ensure the public an opportunity to voice concerns or participate in the governing process of the school. All meetings are held in accordance with the Brown Act. Board norms, procedures and protocols are outlined in the adopted Board Governance Handbook. Administration regularly shares student data and outcomes with the Board at monthly meetings. The Board assists the school by ensuring healthy fiscal reserves and strong and stable management including annual financial audits. The Uniform Complaint Policy and Procedures and General Complaints Policy and Form are both available on <a href="#">BoardDocs</a> , and the school and CMO website allowing easy access to the public and employees.	<a href="#">RAFOS Bylaws</a> <a href="#">WSCA Charter</a> <a href="#">Board Calendar</a>  <a href="#">BoardDocs</a>  <a href="#">Governance Handbook</a>

### Governing Board and Stakeholder Involvement

**A2.2. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.2. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their*



## Western Sierra Collegiate Academy ACS WASC/CDE Self-Study Report

*participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
Western Sierra readily and appropriately adapts program/policy based upon needs that arise. The ability to modify programs and policy would not be possible without input from parents, staff, students, and the community. The Operations Committee, the PSP, the Principal's Student Forum, and ASB are some of the ways that stakeholders can engage in the governance of the school as all meetings are open to the public.	<a href="#">Operations Committee</a> <a href="#">PSP</a> <a href="#">Principal's Student Forum</a> <a href="#">ASB</a>
The five goals of the strategic plan are the five goals of our LCAP and as such committees within the five goals represent all stakeholder groups. These groups are actively working to design and implement programs/policies that align to our vision and mission.	<a href="#">Strategic Plan Goals Aligned to LCAP</a>
Western Sierra has never had the number of English learners to have an ELAC or DELAC. Under the LCFF, school sites with 20 or more English learners are required to form an ELAC and a district with 50 or more English learners is required to form a DELAC. As we are a single LEA, we do not meet the criteria to be required to form an ELAC or DELAC. That said, the Rocklin Academy Family of Schools does invite our site to attend these meetings so that our parents can gain information and provide thoughts regarding their EL students.	ELAC
Additionally, all Rocklin Academy board members are parents and/or members of the community who are appointed by a panel of parents and staff from the organization. The MTSS team is also comprised of parents, teachers, a student, and open to members of the community. Parents and community members are informed of teams they can join by either an email or direct invitation.	Board members

### Uniform Complaint Procedures

**A2.3. Indicator:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2.3. Prompt:** *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
Our school leadership consistently ensures understanding and utilizes the Uniform Complaint Procedures provided by the CMO. We participate in yearly Employee Handbook reviews and SAFE Schools training. In addition, site leadership meets monthly with the HR Director to review procedures and brainstorm solutions to ensure we are on the same page regarding policy.	Employee Handbook  <a href="#">SAFE Schools Training</a>
Furthermore, the UCP form is available on-line for parents/staff to access at all times. In the rare instance that a complaint is filed, the HR Director, our Compliance Officer, is notified immediately so that the investigation and process adheres to compliance requirements.	<a href="#">On-line UCP Form</a>

### A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### Indicators with Prompts

##### Broad-Based and Collaborative

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Western Sierra seamlessly utilizes a data decision making process in analyzing both classroom and school-wide data, determining the desired outcome, implementing reteaching/programs/initiatives, and then analyzing post data for refinement.	Data-Driven Decision Making
Classroom data analysis occurs in both Late Start Wednesdays and Monday PD days depending on where teams are in the collaborative inquiry process. Data-driven instruction has been vital to the success of our students; however, even this continues to be refined based on teacher input. For the past two years, we have	Late Start Wednesdays Monthly PD Days

<p>used a SMART Goal worksheet to analyze assessment data, implement reteaching strategies, and then reflect on post data; however, we have found that this form is simply a tool that is missing authentic conversations. The Leadership Team embarked on research regarding data-driven instruction and in the Spring of 2019, we modified this process so it felt less like checking boxes and more like authentic analysis and planning.</p> <p>School-wide data-driven decision making has been instrumental in creating support classes, school-wide professional development and most importantly our Extended Learning Time. Over the past three years, our Extended Learning Time has evolved to an outstanding program to serve Tier II needs of students as well as offer enrichment for those students not in need of additional academic support. The past two June PD days were spent analyzing our program, determining if it was perfect, what would it look like, implementing changes and monitoring data. In the Spring of 2018, we were still struggling with components of the program, and so we went back to the drawing board and researched Tier II programs. We found Mike Mattos' research on Making Time at Tier II and as a staff we watched the video and brainstormed solutions. Leadership then took those solutions into a summer retreat and we reinvented our program. Teachers and students alike are thriving in this new model.</p> <p>Through this collaborative process rooted in research, visioning, follow-through, and monitoring achievement, we are bonded by commitment and the knowledge that we will always make decisions in the best interest of students and sometimes that means revision and reinvention are necessary, but this also frees us from fear of what if it doesn't work.</p>	<p><a href="#">SMART Goals</a></p> <p>Leadership Team</p> <p>Support Classes</p> <p>PD</p> <p>Extended Learning Time</p>
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### Single School Plan for Student Achievement Correlated to Student Learning

**A3.2. Indicator:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
No SPSA because we are our own LEA and must write our own LCAP.	<a href="#">LCAP</a> mirrors <a href="#">Strategic Plan</a>

### Staff Actions/Accountability to Support Learning

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>As stated above, Western Sierra thrives with teacher and staff leadership through collaborative decision making. Staff serve on various teams that are tasked with finding different ways to improve the school and learner outcomes, which create research based programs, actions, and services to support student learning. Teams include MTSS, PBIS, Tier II, Technology, Staff Culture, Social Emotional Learning, and more.</p> <p>Surveys are given to see what interests teachers have, and to make sure teachers feel comfortable with their roles, professional development opportunities are offered. There are many teachers who, as teacher leaders, are tasked with helping other teachers learn how to best support student learning through mentoring and observations. Teachers are able to pilot curriculum and resources to analyze impact on student achievement prior to purchasing or implementing. An example of this is Pear Deck, an add-on for Google Slides, that builds in checking for understanding. The Tech Coordinator was able to obtain free trials, had trainings for teachers who were interested, teachers then opened their rooms for others to see it in action, and based on the data and observations collected we moved to purchase a site license.</p> <p>Teachers also reflect on their growth as part of the Danielson Framework of teacher improvement. Teacher set yearly goals, observations are aligned to those goals, feedback and check-ins with teachers lead to self-reflection and growth in specific goal areas.</p>	<p>Staff Teams</p> <p><a href="#">Surveys</a></p> <p>Teacher leadership through piloting curriculum and resources</p> <p>Danielson Framework</p>



### Internal Communication and Planning

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>Efficacy of the structures for internal communication, planning, and resolving differences among the staff or administration have been successfully streamlined and refined over the years for the ease of the staff. At the beginning of each year, staff reads and signs our employee handbook. In addition, the HR director has a meeting with both classified and certificated staff to review the policies and answer questions.</p> <p>Furthermore, Western Sierra has a staff handbook which is located on the P drive and a Google team drive which contains all pertinent information from what should be included in a syllabus to how to call in for a sub. Teachers are also front-loaded every week with the WAG (week-at-a-glance) emails that go out the first day of each week and the Principal's Newsletter and school newsletter go out on Friday, highlighting the events from the week.</p> <p>Teachers are given Late Start Wednesdays for planning with their departments, and some teachers have shared preps to further help with their planning time, while teams without common preps utilize Google team drives to allow teachers to plan without needing to have common prep. Teachers and staff can also access information about students by using log entries in PowerSchool.</p> <p>For times when differences arise, staff knows that the administration has an open door policy. Administration will mediate any conflict that does arise and follows up to ensure the resolution is successful.</p>	<p>Employee Handbook</p> <p>Staff Handbook</p> <p>WAG</p> <p>Principal's Newsletter</p> <p>Team Drives on Google</p> <p>PowerSchool-Log Entries, grades</p> <p>Open Door Policy Admin mediation for conflict</p>

### A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner

outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

## Indicators with Prompts

### Qualifications and Preparation of Staff

**A4.1. Indicator:** The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.1. Prompt:** *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>Western Sierra's strong focus on professional development ensures that our staff members are thoroughly qualified and prepared for their responsibilities on campus. To support all new teachers to the organization, our New Teacher Orientation team hosts three days of orientation prior to pre-service. Agendas include getting to know CMO staff, admin at other sites and instructional coaches, as well as sessions on mastery based learning, essential standards, collaborative inquiry, PowerSchool, Illuminate, and setting up their new classrooms. This process allows each new teacher to not feel lost during pre-service as they have a basic understanding of our mission, vision, and goals.</p> <p>In addition, our organization has more PD days than any other surrounding district to ensure appropriate training and time to serve students various academic needs. We host six days of pre-service and monthly PD days totalling 15 days. During pre-service, all staff complete SAFE Schools Training with training videos related to the function of their job.</p> <p>Furthermore, all of our new teachers have a Teacher Induction Program (TIP), formerly BTSA, provider from our site to ensure they get the support they need in the first two years of teaching. In addition, all new teachers have coaching sessions with our instructional coaches based on their goal areas or specific needs as they transition to our organization.</p>	<p>New Teacher Orientation</p> <p>6 days of pre-service Monthly PD Days</p> <p><a href="#">SAFE Schools Training</a></p> <p>Teacher Induction Program</p> <p>Instructional coaches</p>

Over the past three years, we have hosted outside trainers who are experts in their field to further promote and develop best practices in the classroom. These trainings have included the following: Solution Tree (grading, PLCs, data analysis), EL strategies and CELDT training, technology, GATE, UDL, CPM, AP, and more.	Outside PD
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#### Defining and Understanding Practices/Relationships

**A4.2. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.2. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
As stated, we have both an organizational Employee Handbook, SAFE Schools training, and a site handbook which fully outlines written policies, defines responsibilities, operational practices and relationships of leadership and staff. Additionally, Human Resources holds an annual meeting prior to the start of each school year to review policies.	Employee handbook SAFE Schools Training Site handbook
Within the site handbook, admin, counseling and support staff roles and responsibilities are clearly outlined so that staff know who to report to with questions or concerns. Additionally, we have outlined Leadership Team roles and responsibilities and structures such as Extended Learning Time, Pack Time, PBIS, systems of support, etc.	Admin/counseling/clerical roles and responsibilities

#### Support of Professional Development/Learning and Measurable Effect on Student Learning

**A4.3. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
Professional development time is a key component to our success with student academic achievement and	Professional Development

consistently aligns with the needs of the staff. We have six days of pre-service and an additional nine days during the year. Additionally, we have weekly Late Start Wednesdays for teachers to work in their departments and subject area teams for an additional hour and fifteen minutes.	LSW
Many of our teams have common preps and additional common preps have been created during Extended Learning Time to ensure teams have time to collaborate on the four questions of a PLC. We recognize that there is never enough time to do this work, we continue to brainstorm ways to provide our teachers with time for planning and data analysis. In 2018-2019, each teacher was provided with three additional release days to work with their team based on their team's needs.	Common Preps Release days
Departments are additionally provided time and money to participate in outside PD as needed. A specific focus of allocated funds is provided to our counseling team, which consists of our College and Career Technician, Registrar, student support, counseling and administration in the areas of CSU, UC, Financial Aid, Naviance, etc. to ensure our team is equipped with the latest information and resources to support our students in pursuit of college and career options.	Counseling Workshops
Furthermore, the month of June is reserved for additional team time to create curriculum, plan pre-service, and attend PD to support student learner outcomes. All of these resources related to PD, coaching and mentoring have afforded us an opportunity to create programs and curriculum based on the needs of our students and staff.	

### Supervision and Evaluation

**A4.4. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.4. Prompt:** *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
We utilize the Danielson Framework, to competently focus on growth in key areas for supervision and evaluation of our staff. The four areas are: Planning and Preparation, The Classroom Environment, Instruction,	Danielson Framework



<p>and Professional Responsibilities. Each year, we select an organization-wide goal and then each site selects three additional areas of focus in which teachers choose one. In 2018-2019, the organization-wide goal was 2B: Creating an environment of respect and rapport and the three additional areas selected for Western Sierra were: 3B: Using questioning and discussion techniques, 3C: Engaging students in learning, and 3D: Using assessment in Instruction.</p> <p>The cycle includes a goal setting conference, observations, a mid-year check-in, observations, teacher provided evidence of growth on goals, and an annual evaluation. Teachers are either on a self-directed track or a formal evaluation track. Teachers on the self-directed track follow the process outlined and teachers on a formal track, follow the process outlined with a formal observation in November and March.</p> <p>To support administration and teachers, we created an observation tool in Google Forms that tracks both rubric scores and anecdotal evidence that is tracked on one Google doc for the year. Admin do calibrated observations on each area at the beginning of the year determining look-fors and feedback and then we track the number of times each teacher has been observed and by which administrator throughout the year. All of this evidence guides our feedback/coaching conversations with the teacher.</p> <p>In addition, the organization's leadership team goes to each site twice a year to participate in learning walkthroughs. Each principal hosts twice and chooses an area of focus for the time. As a team, we identify look-fors, observe teachers, discuss evidence specific to the area of focus, identify trends, and discuss next steps for the principal either holistically or with specific teachers.</p> <p>To build on this element, the principal also walks with department chairs to guide new learning and growth for teachers within their department. This learning supports the department chair in their own growth, but also the vision of growth for members of their department and</p>	<p>Learning Walkthroughs</p>
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<p>guides discussions and professional development within individual departments.</p> <p>This systematic approach to supervision, evaluation, and most importantly growth has enabled our teachers to be innovative and seek support easily.</p>	
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## A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

### Indicators with Prompts

#### Allocation Decisions and Their Impact

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>As a public charter school, each of our schools within the Rocklin Academy organization needs to stand alone. This means that state and federal revenue for an individual campus must stay within that campus for those students. The budget for Western Sierra is developed using organization wide staffing ratios and funding rates. Funds are categorized and earmarked for specific initiatives as outlined in the LCAP and Strategic Plan after input is given from stakeholders. Budgets are reviewed with Organizational Leadership, Operations Committee, Finance Committee and Board of Directors to ensure adequate resources. This process ensures that adequate dollars are allocated for discretionary purposes, professional development, and textbook adoptions.</p> <p>The fluid process of gaining stakeholder input and aligning initiatives to our Strategic Plan and LCAP has resulted in high student achievement because resources are utilized based areas of need revealed through our</p>	<p>Staffing ratios</p> <p>Discretionary funding PD funding Textbook funding</p>

analysis of evidence of learning for all students.	
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### Practices

**A5.2. Indicator:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
Financial integrity and transparency is of utmost importance to our organization. This is demonstrated through our board adopted policy and procedures. The Board of Directors approve policy, which is developed through the Director of Finance and the Finance Committee. Each year we select and undergo an audit by an independent CPA firm as required by Education Code to ensure regulations are being followed.	Board Policy
The policies are carried out through organizational procedures which are documented within a <a href="#">Google Document</a> . The google document provides key components to segregate and safeguard assets and provides specific links to pertinent approved Board policy and forms.	Accounting procedures
Additionally safeguards are in place though the Purchase Ordering (PO) process. All POs are generated through the organization, as well as all checks are issued through the organization and monitored by the site's Business Technician. These safeguards help ensure that our fiscal resources are available to be used on the students' they are intended to serve.	Business Technician

### Facilities

**A5.3. Indicator:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
Western Sierra's campus has been properly maintained and renovated to make sure that it fully meets the educational, health, and safety needs of our students.	Facility growth

<p>Our facility has undergone significant construction since moving in seven years ago when we had just over 300 students. With the growth in enrollment and the development of programs, we have had tremendous support from our parents, community and staff in developing our facility.</p> <p>Four years ago, we added a full stage for performing arts and a fully functioning gymnasium for PE and athletics. Many of the additional components including: sound, lights, and projector have been provided by the fundraising efforts of our Parent School Partnership.</p> <p>In 2018-2019, we underwent additional construction to add additional classrooms, offices, and an expanded college and career center. This new large space has been a powerful component in affording us the opportunity to host grade-level activities including Signs of Suicide assemblies, class registration, college visits, as well as parent nights. Prior to this space, we had to host either in the gym or quad area which lacked the atmosphere needed for these topics.</p> <p>In addition, we added an additional science lab to ensure all students were provided with equal access to laboratory science and facilities. Finally, we added a large Academic Common space for our Special Education department which serves both as a space for testing and for providing students with the SAI minutes determined by their IEPs.</p> <p>Our facility is very unique and we are proud of how it has developed into a space that matches the achievement of our students and staff.</p>	<p>Stage</p> <p>Gymnasium</p> <p><a href="#">College/Career Center</a></p> <p>Lab Science</p> <p>Academic Commons</p>
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#### Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
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<p>Although we do not have a formalized systematic policy or procedure for acquiring and maintaining adequate instructional materials, such as textbooks or other printed materials, we do have a process that works well for us and allows for adjustments based on standards and AP courses.</p> <p>Our approach for adoption of new materials remains the same, regardless of content area. The review process begins with a thorough review and analysis of current materials and resources. We begin with taking an inventory of what is being used in each classroom across our district. This involves developing a list of tangible materials being used and interviewing teachers to be sure that we also have personal statements and input from those using the materials. Once we have gained clarity around available resources, we shift our lens onto what is working well and what is not working well for both our students and teachers. In order to do this, we gather data, such as CAASPP, MAP, classroom assessment both curricular developed and teacher created. Through careful consideration and analysis, we are able to identify a district focus for the curriculum selection process.</p>	<p>Curriculum Adoption</p>
<p>Using the information about identified gap(s) in performance and effective materials/resources to support learning, we begin our research into evidence and research based programs. We work closely with neighboring districts and PCOE in order to learn about what programs they are using and what results they have gotten after implementation., This could at times include visiting their school(s) and observing teachers implementing programs. This research results in a curated list of possible curricular programs for us to carefully evaluate.</p>	<p>Placer County Office of Education</p>
<p>We also form an internal curriculum selection team across our district with a wide range of expertise. The teams typically consists of administration, education specialist, general education teachers from multiple grade levels, intervention specialist, and instructional coaches. Once this team is formed, they use a systematic evaluation tool (often created in collaboration</p>	<p>Curriculum selection team</p>

<p>with our county office of education) to review the identified programs. The implementation of this evaluation tool results in clear quantitative and qualitative data that speaks to each programs areas of strength and weaknesses.</p> <p>This data and samples of the curricular resources are brought before several stakeholders. Our stakeholders are vital to the success of our schools, and because of this, we find their input important. We hold a parent preview week, the team also presents to the Operation Committee at the high school. The Operation Committee. The Operations Committee also has an opportunity to provide input, preview the materials, and/or seek clarification. After collecting this stakeholder input, the curriculum selection team is able to determine which program should be recommended to the Board for approval or adoption.</p> <p>The work does not end with the adoption of the program. The curriculum selection team works closely with administration to create an implementation plan. This implementation plan focus is to ensure that there are ongoing professional learning sessions throughout the academic school year for teachers. The sessions are grounded in understanding the structure of the adopted program, how to use it effectively, and how to implement it with fidelity. In addition to district wide professional learning sessions, the instructional coaches are made available for one on one support or to work with a department/grade level.</p> <p>In evaluating the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials, we have found our procedures to be thorough, but have realized that they are not guided by clearly defined district policies. Our next step is to formalize this process by adopting clear policies that will allow us to continue our current practices.</p>	<p>Stakeholder input</p> <p>Professional development</p>
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#### Well-Qualified Staff

**A5.5. Indicator:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

**A5.5. Prompt:** *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
<p>We have well-defined job descriptions for the positions we are hiring. The job descriptions reference our Core Values, Mission and Vision. We require all staff to have the required credentials for those who are in credentialed positions and applicable experience and education for those positions not requiring credentials.</p> <p>Our hiring process is robust in that it entails more than just an interview and reference checks. Our interview teams are composed of administration and teachers from the same subject matter/team. Candidates who pass the interview portion of the process are invited to present a lesson they have prepared to a classroom of students. Watching a candidate deliver a lesson provides insight that an interview alone does not provide. It highlights the candidates skills and knowledge. Following the presentation of the lesson, the candidates will sit with administration to reflect on the lesson presented. This reflection allows further insight into a teacher's educational philosophy.</p> <p>The following step for qualified candidates who reflect the core values of our school will have their references checked. Prior to officially being hired, the candidates are required to pass a fingerprint screening.</p> <p>Once a candidate has accepted an offered position, he/she will immediately receive communications from the administrator. As this typically occurs in the spring, it allows a new hire to start becoming familiar with school processes, begin to feel as part of the team, and is put in touch with the other subject area/team members to begin building those relationships.</p> <p>The Onboarding Team shares information with new hires throughout the summer for them to become more familiar with our core values, culture and initiatives. They participate in the three days of New Teacher Orientation prior to the return of all teachers for our pre-service</p>	<p>Hiring practices</p> <p>Onboarding team</p>

days. The new hires are provided a coach/support person to whom they can turn with questions. They also receive support from our Instructional Coaches.	
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### Long-Range Planning

**A5.6. Indicator:** The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>As a charter school, we have site specific LCAPs and site specific resources to ensure the appropriate funds are available to support student achievement. We evaluate our LCAP each year with stakeholder input, and make adjustments as necessary. Our site level teams, utilize funds to carry out initiatives within the strategic plan and LCAP to ensure our students needs are met.</p> <p>This annual evaluation with stakeholder input through annual parent, student and staff surveys as well as LCAP meetings held during Operations Committee monthly meetings affords us to be nimble and proactive in ensuring we are achieving schoolwide learner outcomes and preparing our students to be college and career ready.</p>	<p><a href="#">LCAP</a> <a href="#">Strategic Plan</a></p>

### A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

#### Indicators with Prompts

##### Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

**A6.1. Indicator:** The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

**A6.1. Prompt:** *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*



Findings	Supporting Evidence
<p>As stated above, financial stability and transparency are important aspects within our organization. Additionally, as a public charter school, each of our schools within Rocklin Academy must stand alone, which also means having sufficient fund balance (reserves).</p> <p>Our budgeting process includes both an organizational and site specific budget for the current and two subsequent years. Within those budgets are specific reserves for known and unknown items.</p> <p>The budgets are reviewed with the Organizational Leadership, Ops Committee, Finance Committee and Board of Directors.</p>	<p>3-year budget plans</p> <p>Board Presentations Finance Committee <a href="#">Operations Committee</a> Leadership Team</p>

#### Regular Accounting and External Audit Procedures

**A6.2. Indicator:** The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

**A6.2. Prompt:** *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
<p>As indicated above, we have a shared google doc regarding <a href="#">Organizational Purchasing Procedures</a> which has references to specific board policy as well as related documents to help support appropriate use of funds.</p> <p>Additionally, the Director of Finance ensures that our Financial reports are done in compliance with GAAP. This is done through regular review of the K-12 audit guide, as well as a deep understanding of the specific nuances related to charter schools.</p> <p>Lastly, our financial statements are reviewed by Organizational Leadership, the Finance Committee and the Board of Directors.</p>	<p>Organizational Procedures</p> <p>Financial Reports <a href="#">Prior year audit reports</a></p>

#### Processes for Implementation of Financial Practices

**A6.3. Indicator:** The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

**A6.3. Prompt:** *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial*

accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

Findings	Supporting Evidence
<p>The Director of HR and Operations, the Superintendent and Board President are all signers on the school's account. The primary signer is the Director of HR &amp; Ops with the other two as back-up in the event of an absence from work. The well-defined purchasing/reimbursement process ensures financial responsibility within the organization. Reimbursements and check requests require the approval of the site administrator followed by the assigned staff member entering it into Escape (AP, Payroll, HRIS system). It then flows to our Accounting Technician who verifies the information. Checks are generated by our Director of Finance, who is not a signer to ensure the safeguarding of assets. Once the checks are generated, the expenses are reviewed by the Director of HR &amp; Ops prior to signing the check.</p>	Account Security
<p>There are various processes in place for payroll. The initial payroll for each year is established by the Director of Finance and the Director of HR &amp; Ops. An HR Technician and Payroll Technician are responsible for entering new employees into the system along with their pay information. Position Control is created by the Director of Finance and reviewed by the Director of HR &amp; Ops. Any stipends for a given pay period are processed through a Google Doc monitored by the Payroll Technician, Director of Finance and Director of HR &amp; Ops. The Payroll Technician enters all information for each payroll. The payroll is then reviewed by the Director of HR &amp; Ops prior to being processed by the Director of Finance. Any live checks are signed by the Director of HR &amp; Ops.</p>	Payroll
<p>As mentioned above the Director of Finance is not a signer on the account. This helps to segregate specific types of transactions, and allows for the Director of Finance to oversee the bank reconciliation process. Checks and funds which are received at the site level are deposited by site level personnel. Transaction information is sent over to the Accounting Technician who enters it onto the deposit spreadsheet. The Director of Finance reviews the bank statement and ensures that they are reconciled and agree to the cash balances in</p>	Bank Reconciliations

<p>each specific account within the Escape accounting system. Specific revenue and expense accounts are reviewed by appropriate personnel within the Organization.</p> <p>The Principal has an Organization credit card with an approved limit designated by the Director of Finance. Prior to receiving a credit card the user completes a Credit Card authorization form, which indicates the procedures and specific items which are unallowable. Once credit cards have been authorized they are approved for spending within Organizational guidelines. Monthly the Accounting Technician runs a report of CalCARD (credit card) transactions and provides to the Principal for reconciliation. Each transaction is accompanied with a receipt and returned to the Accounting Technician for review. The Director of Finance reviews all transactions and approves the expenditures, just like all other transactions. The Director of Finance does not have an Organizational credit card to provide additional levels of safeguarding assets.</p>	Credit Card Policy/Procedures
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### Budgeting Process — Transparency

**A6.4. Indicator:** The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

**A6.4. Prompt:** *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
<p>Financial integrity and transparency are key components to ensure protection of public funds. Budgets are developed through collaboration with site administrators, review of LCAP initiatives and strategic plan. Budgets are reviewed by organizational leadership, Operations Committee, Finance Committee and the Board of Directors.</p> <p>Monitoring of the budget occurs at each interim (First Interim is presented to the Board in December, Second Interim is presented in March). Additionally, monitoring occurs through review of expenses and check registers at each Board meeting.</p>	<p><a href="#">LCAP Strategic Plan</a></p> <p>Stakeholder involvement</p> <p>First and <a href="#">Second Interim Reports</a></p>

### Adequate Compensation, Staffing, Reserves

**A6.5. Indicator:** The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

**A6.5. Prompt:** *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
We conduct a compensation review, at a minimum, every other year for each category of staff: certificated and classified. The studies are conducted during opposite years. We use local compensation data to compare to other districts in the area. We look at total compensation to ensure we are competitive in our market. At this time, we compensate in the median range to our comparison districts. Our Board has been supportive of the compensation recommendations.	Compensation Committee
In addition, staffing ratios are developed by analyzing comparison district ratios and then aligning that thinking to the goals of our programs and initiatives.	Staffing Ratios

### Marketing Strategies

**A6.6. Indicator:** The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

**A6.6. Prompt:** *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
We contract with a marketing consultant/firm to develop marketing strategies to continue to have our school's name and brand out in the community. Our strategy includes celebrating successes of students, student groups, and the school as a whole. Prior to enrollment periods, we increase advertising efforts, including dates and times of information sessions for prospective families to come to the school and learn more about our program to determine if it is a good fit for their student.	Marketing/Advertisement Flyers and Brochures <a href="#">Websites</a>
Social media and digital advertising are two strategies we have found to be successful.	Facebook Groups Social Media Advertisement
When we receive enrollment applications, we ask applicants where they heard about us to gather data on	Community Presence



what strategies are most effective. This year, 69.7% of applicants indicated they heard about our school through a family, friend, colleague, or school staff.” We continually communicate messages tied back to our mission and vision to our families, students, and staff, to empower them to continue to spread the word about the success of our program and our school.	
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#### Informing the Public and Appropriate Authorities

**A6.7. Indicator:** The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

**A6.7. Prompt:** *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
The Budgets are developed, reviewed and adjusted as indicated above. Once the budgets have been reviewed they are disseminated to our authorizing district, Rocklin Unified, for review. Additionally, our reviewed reports are sent to our Bond Holders and the CDE. Lastly, our actual financials are audited annually by an independent CPA firm.	<a href="#">Authorizing District Review</a>  Bond Holders CDE Financial Audits

### ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

#### Summary (including comments about the preliminary identified critical learner needs)

Category A identifies key evidence that speaks to the strengths of our alignment to our Strategic Plan, LCAP and WASC Action Plan which ensures that we are utilizing organizational strategies, staff and resources aligned to our mission and vision. Furthermore, we engaged stakeholders in the development of our Strategic Plan and continue to report our progress and seek additional input in refining and/or developing programs and initiatives. The Operations Committee, Parent School Partnership and the Principal's Student Forum know that their voices matter as they are instrumental in data gathering, providing anecdotal experiences, and voting to adopt and or revise policy and procedure. Furthermore, the tiers of supports provided to students to achieve high

academic standards and the staff through the Danielson Framework, Late Start Wednesdays and professional learning days ensures our students are college/career ready. Areas for us to build upon are to solidify our curriculum adoption process through a Board policy and to better capture parent involvement so that we can celebrate all the time and money our parents contribute. It is easy to track the percentage of families who contribute to the Annual Giving Campaign, but we do not currently have a way to track how families contribute both time and money to athletics, Visual and Performing Arts, clubs, etc.

In identifying our critical learner needs, it is evident that we need to allocate additional resources for staff professional development in how to specifically address the needs of Special Education and Socioeconomically Disadvantaged Students in both academic and behavioral supports. In regards to both math achievement on standardized tests and mental health supports for students, we are in the early stages of creating a comprehensive plan for both as the needs were clear when developing our Strategic Plan and LCAP goals and actions. Curriculum has been adopted for both math and Social Emotional Learning (School Connect and Signs of Suicide) and professional development has been provided during the 2018-2019 school year. It will be critical to track, monitor and revise programs and initiatives with the needs outlined in data reporting in the coming years.

**Prioritize the strengths and areas for growth for Category A.**

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- Clear and strategic alignment of our Strategic Plan, LCAP and WASC Action Plans
- Stakeholder involvement is a strength as we seek both input and voting opportunities on a regular basis to ensure all parties understand the rationale for decision making and feel as if their input is valued
- High standards and support mechanisms for all students being college/career ready
- Teacher evaluation and support systems have been solidified with the Danielson Framework rubrics and processes

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- Identifying authentic parent involvement at the high school level and capturing the data of how parents are contributing both time and money beyond the Annual Giving Campaign
- Solidifying our curriculum adoption process by creating and adopting Board policy

## Category B: Standards-based Student Learning: Curriculum

### Group B

**Teacher Lead:** Kate Smith, Social Science Teacher

**Group Members:** Richard Dahl, Social Science Department Chair and English Teacher

April Noke, English Teacher

Zach Logue, Athletics Director and Math Teacher

Karen Broad, Science Teacher

Rachel Moses, Social Science Teacher

Lyman Dayton, Humanities Teacher

Sabrina Sanchez, Education Specialist

Alexandria Bersig, Math Teacher

Lindsey Rein, School Psychologist

Ashley Hanson, Business Technician

Mary Beth Buttweiler, College and Career Technician

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

#### Indicators with Prompts

##### Current Educational Research and Thinking

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.2. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Western Sierra Collegiate Academy effectively uses current educational research related to curricular areas to maintain a viable, meaningful instructional program for students in several ways. Our school strives to offer a variety of rigorous and accessible AP courses to our students. Crucial to the successful implementation of these courses is consistent training for our teachers. Our AP instructors attend CollegeBoard's AP Summer Institute for initial training and resources before teaching their courses as well as take advantage of the wonderful	AP Summer Institutes

resources available on the CollegeBoard website such as community discussion boards, modules, and released exams. Additionally, our AP teachers in the Humanities department have met to discuss grading and writing norms with hopes that students will get consistent writing instruction throughout their time at Western Sierra.	
Secondly, we have a number of staff members that take advantage of other content area specific professional development opportunities including but not limited to trainings offered through the UC Davis History Project, Jackson Laboratories, CPM trainings, and even online classes to expand content knowledge. Our Sierra College Dual Enrollment instructors also attend trainings through Sierra College, undergo an evaluation process, and communicate with a department liaison on a fairly consistent basis.	Professional Development
Lastly, our staff has collectively attended trainings through Solution Tree focused on pedagogical practices and standards-based grading. We continue to make decisions on our teaching and grading practices that are focused on educational research and collaboration.	Solution Tree

#### Academic and College- and Career-Readiness Standards for Each Area

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
Western Sierra Collegiate Academy has been in the process of defining our academic standards for the last few years. To accomplish this task, every department has engaged in work and discussion regarding essential standards, learning targets, and common assessments. Our Math and English Language Arts departments have created essential standard teams who have identified, vetted, and revised these standards over the last two years. These standards have been outlined in department articulation folders as well as included in course syllabi passed out to students at the beginning of	<p>Essential Standards</p> <p>K-12 Math and ELA Essential Standard Teams</p> <ul style="list-style-type: none"> <li>○ Identification</li> <li>○ Vetting</li> <li>○ Revision</li> </ul>



<p>the year. When starting a new unit, teachers pass out learning target sheets or key concept guides that outline the standards (both skills and content) the unit will address and what students can expect to be tested on.</p> <p>Additionally, our teachers undergo the a-g UC Review course audits before teaching a new course. We currently have 56 courses that are a-g approved. Similarly, our AP teachers submit their course syllabi for CollegeBoard's approval. AP instructors have developed essential standards based on guidelines provided by CollegeBoard.</p> <p>Our Science classrooms are fully furnished with proper safety equipment including fume hoods, eye wash stations, and showers. Students are provided with and tested on proper lab safety and are not allowed to participate in wet labs until they have shown mastery of those safety procedures.</p> <p>College-and-Career-readiness standards are addressed through our usage of the Naviance program. Students are placed into grade-level specific advisory classes (pack time). In these classes students participate in virtual lessons covering a myriad of topics such as applying for colleges and scholarships as well as life skills topics like how to create a budget. The curriculum is grade-level specific with the upper grades focusing more on applying to colleges while lower grades focus more on topics appropriate to them such as creating an academic resume or how to plan out your course schedule. This year pack times are also covering social emotional learning and our teaching students ways to manage anxiety, conflict management and the importance of a growth mindset.</p>	<p>"a-g" audits</p> <p>AP course audits</p> <p>Proper science equipment per science classrooms (fume hood, eye wash stations, and shower)</p> <p><a href="#">Naviance</a></p>
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### Congruence

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
At the beginning of every school year, Western Sierra	Data Analysis

<p>staff analyzes assessment data from the previous school year to determine the strengths and weaknesses of our programs. We look at AP scores, CAASPP, PSAT, and MAP data. We look at this data collectively in a large group but we also look at it departmentally and do discussions about what is working and what is not. Typically our school performs at levels equal to surrounding schools and higher than the national average which indicates students are learning at high levels on our campus. Western Sierra is data-driven, it is one of our core values as an organization and we consistently utilize data throughout the school year.</p> <p>On a weekly basis, our staff meet in their departments on late-start Wednesdays. These meetings serve as an opportunity for data analysis and collaboration. The time has been used to create and plan curriculum, write CI and SMART goals in our teams, and norm our grading. These meetings also provide opportunities for teachers to discuss struggling students and share ideas for intervention practices. For those staff members sharing a course, the time grants the ability to generate common syllabi, assessments, learning targets, and essential standards.</p>	<p>Late Start Wednesdays</p> <ul style="list-style-type: none"> <li>• Curriculum planning</li> <li>• CI/<a href="#">SMART Goals</a></li> <li>• Grade norming</li> <li>• Curriculum Mapping</li> <li>• Common syllabi</li> <li>• Common Assessments</li> </ul>
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### Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>Western Sierra thrives on collaboration which happens both within departments as well as across departments. For example our Science course progression is based on math progression. Our Sports Medicine class incorporates concepts taught in Physics, Social Science, Government, and Psychology.</p> <p>Our English teachers work closely with our History teachers so that topics covered in novels correlate when possible with content covered in the history courses. This not only provides students with greater context and</p>	<p>Course progression (science) coordinated with math progression</p> <p>Schaffer writing - Literature and History</p>

<p>understanding but also generates better discussion and critical thinking skills. It also provides our teachers with more opportunities to collaborate across disciplines. In the 2016-2017 school year, the ELA teachers created a vertical articulation within the department. In the 2017-2018 school year this articulation was implemented throughout the district to create more accountability. Both ELA and history utilize the Schaffer writing method and teach annotation and reading analysis skills.</p> <p>Our Foreign Language Department emphasizes the significance of reading fluency and grammar instruction through the use of level-appropriate texts. Students are challenged to interact with these texts in ways similar to what they are learning in their English courses. Additionally, the foreign language courses integrate history and culture in their lessons. Authentic materials such as songs, ads, and dances are used to enhance lessons and student engagement. Our Mandarin teachers run a Dragon Lion dance club which gives students opportunities to engage with Chinese culture and perform in the community. The Mandarin classes also participate in local and international summer field trips providing students with wonderful experiences in which they get to utilize their language skills outside of the classroom.</p> <p>Our VAPA department collaborates on showcases (art show and band/choir concerts) as well as utilizes outside experts to enhance student learning. This includes examples such as professional choreographers for our show choir classes, guest conductors, artist in residencies, and participation in festivals and competitions. Through these opportunities our students are able to pursue music and art both inside and outside of the classroom.</p>	<p>Foreign Language</p> <p><a href="#">VAPA</a></p>
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### Articulation and Follow-up Studies

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>Since the opening of Gateway TK-8 school, Western Sierra and Gateway middle school staff have worked closely to try to ensure that the students coming to Western Sierra for high school are ready. As previously mentioned, our teachers work closely within our departments to generate articulation guides. These were completed in the 2016-2017 school year and went district-wide the following year (Math and ELA). Again the English and Math departments have held grade norming meetings. Our counseling team goes over to Gateway to help the incoming freshmen select their courses and on professional development days the middle school teachers meet with our middle school teachers to collaborate. Effort is made to create a smooth transition between the 8th grade and ninth grade years with our feeder school but more work needs to be done to ensure that gaps in learning continue to shrink.</p> <p>As far as local colleges, universities, and vocational schools, our college and career center brings in a number of college reps to meet with our students. Last year we had over 50 colleges visit our campus, including five UC schools, Cal State Sacramento, Sierra College, and private and/or out-of-state universities such as Washington State University, University of British Columbia, Colorado State University, etc. Our students have the chance to ask questions, get feedback from the reps, and ultimately learn about schools they may not have even considered. Additionally, each teacher has a sign posted with any undergraduate or graduate institutions that have attended and are encouraged, on multiple occasions throughout the year, to wear their alumni gear and talk about their higher educational experiences.</p> <p>In regards to alumni, our school invites our graduated seniors back for Alumni Day to share their experiences with the current juniors and seniors and offer advice. It has generated fun opportunities to catch up and see how our former students are doing. Our first graduating class was 2013 and we have been tracking alumni through Naviance. Of our 438 alumni, 217 are attending or have received a degree from a 4-year college or university,</p>	<p>Middle School Articulation</p> <ul style="list-style-type: none"> <li>• ELA 7-12 Articulation Guide</li> <li>• History 7-12 Articulation Guide</li> <li>• Science 9-12 Articulation Guide</li> </ul> <p><a href="#">College &amp; Career Center</a></p> <ul style="list-style-type: none"> <li>• <a href="#">College Fair</a></li> <li>• Career Fair</li> </ul> <p>Alumni Day</p> <p><a href="#">Alumni Tracking</a></p>



193 are attending or have received a degree from a 2-year college, and the remaining 28 alumni are completing military service, participated in career training, took a year off, or are reported as unknown/other.	
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## B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

### Indicators with Prompts

#### Variety of Programs — Full Range of Choices

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Our school is still in the process of creating many of these opportunities and processes for students to engage in a full range of realistic educational and professional choices. An effective jumpstart to this process is the one-on-one meetings students have with their counselors, a minimum of twice annually, to discuss educational and future goals.	Meetings with Counselors
We have held college fairs the past three years with teachers and staff representing their alma mater and answering questions. We have also hosted one career fair (last year) that allowed students to travel to different booths in the gym and talk to professionals (many of them parents from our school) about their career. These students also rotated through job skills seminars given by teachers and professionals.	College Fair Career Fair
Western Sierra also offers an ROP program that some of our seniors take advantage of. These programs have students leave campus and participate in internships and job shadowing for real-world experience. Our special education department teaches a transition curriculum that covers topics like basic cooking, resume building,	ROP

<p>and interviewing skills.</p> <p>Every year we offer the ASVAB for students interested in pursuing the military or even just wanting some general career guidance. Students do self-interest and career exploration through curriculum provided on the Naviance website. This curriculum is implemented in our Pack Time and Academic Seminar classes to help students research career paths and understand the skill day-to-day requirements of jobs that pique their interest. For those interested in college, our college and career center offers workshops on scholarships and college applications, FAFSA, class registration, and other important life skills. Now that we have completed construction on a bigger college and career center, we hope to offer more opportunities for students to engage in college and career curriculum (hopefully more vocational focused options).</p>	<p>ASVAB</p> <p><a href="#">Naviance</a></p> <ul style="list-style-type: none"> <li>• Transition Curriculum for Special Education students</li> </ul>
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#### Accessibility of All Students to Curriculum, including Real World Experiences

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>All of our departments effectively strive to teach curriculum with real world application. Many of our courses include field trip opportunities for students to engage in real world applications.</p> <ul style="list-style-type: none"> <li>• Mandarin classes go to Chinatown in SF, Taiwan, China.</li> <li>• Spanish courses offer trips to Mexico and Peru.</li> <li>• Art classes go on trips to visit museums in places such as San Francisco and Europe.</li> <li>• VAPA department involves our students in band and choir competitions in Burbank.</li> <li>• Science department usually takes field trips to places for hands-on experiences like tide pools (Marine Science).</li> <li>• Sports medicine class has students on the sidelines helping to assess student injuries when they occur and offers a wonderful opportunity for students interested in the medical profession to</li> </ul>	<p>Field Trips</p>

<p>get some exposure to what it is really like.</p> <p>Our humanities classes incorporate current events into discussions and projects. 8th grade students write legal briefs and participate in a moot court while our 9th graders write a developing nations problem solving essay that gets them thinking about issues developing nations face and how they might go about solving them. Many of the ELA/History courses utilize debates to encourage critical thinking, analysis and application skills.</p> <p>Our Math department adopted the CPM curriculum in the last few years and uses it to deliver “problem-based instruction.” Similarly in Science, they do a Gene Sequencing Lab through Jackson Laboratory and students gain experience conducting real science research and data.</p> <p>All of these examples suggest that Western Sierra staff makes a concerted effort to design curriculum that is rigorous, accessible, and applicable to students.</p>	<p>Current Events</p> <p>Legal Briefs</p> <p>Debate</p> <p>CPM</p> <p>Science Labs</p>
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### Student-Parent-Staff Collaboration

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Western Sierra successfully ensures that parents, students and staff collaborate to develop, monitor, and revise a student’s personal learning plan. One of Western Sierra’s core values focuses on the relationship and participation of multiple stakeholders including parents, teachers, administration, and students. To this end, we try to incorporate a number of strategies in order to develop, monitor and revise a student’s personal learning plan and their college and career goals.</p> <p>This process begins with <a href="#">presentations</a> on making a 4-year plan, by our counselors, in English 8 classes, so that all students have a first glance at course options.</p>	<p><a href="#">4-year Planning and</a></p>

Information is simultaneously emailed home so that students and parents are equipped to have their initial conversations about course choices for their Freshman year and beyond. Parents and students fill out selection paperwork together prior to students having one-on-one meetings with their intake counselor. After this conversation, students enter their final choices into the PowerSchool scheduler so that administration can properly build a master schedule that allows for students to enroll in their desired courses. This 4-year plan is then kept in a student's file, revisited each spring by all stakeholders, and revised as needed.	<a href="#">Revision</a>
Many of our students have either a 504 or IEP that is written, monitored, and revised by a team that includes the student, their teachers, parents, an administrator, ed specialist, and school counselor or psychologist. The team meets a minimum of twice a year but will meet more often if necessary. Documentation is kept in classified folder that teachers have access to. Additionally tools like google classroom and powerschool allow for more careful monitoring of student progress for all of our students.	504 IEP
Our school also offers intervention teachers who will meet with struggling students and help them to work towards mastering the content. These teachers meet with students periodically to offer support. When necessary, graduation plans are re-evaluated for students who have fallen behind and are in danger of not graduating on time. These plans are drafted by our admin, intervention teachers, the student and parent involved.	Intervention Teachers  <a href="#">Graduation Plan</a>
In the last two years (though greater emphasis has been occurred this year) is the use of Pack Time to mentor our students. The goal is that every student would have at least one teacher on campus that they feel knows them and cares for them and that they feel comfortable coming to when problems arise. Our SEL curriculum is partially geared toward this but it goes beyond teaching social emotional skills. Our teachers meet with students in their pack times regularly to do grade checks and check in with students and where they are emotionally.	Pack Time-Mentoring



Though there are still kinks to be worked out, many of our staff have embraced the element of pack time and are using it to help students learn to identify and set goals both academically and professionally.	
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### Post High School Transitions

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>One area where our students have struggled the last few years is in social emotional learning. Our school is a collegiate academy with a rigorous program and students often struggle with anxiety and time management issues. To equip students with the necessary skills to cope with these issues as well as the eventual transition to life after high school, our staff started teaching social emotional learning curriculum this year. This first year has involved many revisions and much trial and error. Overall, the goal is to help students cope with the physical and emotional challenges that life will throw at them. We are currently utilizing the school connect curriculum. Each pack time grade-level has a team lead who looks over the lesson, makes any necessary changes and informs teachers on their team what needs to be done. It has not been a perfect process and we are still trying to find the best way to incorporate these lessons so they are meaningful. While a number of students have complained about the lessons, many others have appreciated that our staff is trying to help them manage the stress and changes in their lives.</p> <p>Naviance is another program we utilize as part of our college and career readiness. Naviance focuses more on college and career issues as well as provides students with a place to store important information needed for college apps such as test scores, academic resumes, and teacher recommendations. It also includes quizzes that help students determine what types of colleges they should consider applying to or what careers they might enjoy pursuing.</p>	<p><a href="#">SEL</a> curriculum</p> <ul style="list-style-type: none"> <li>School Connect</li> </ul> <p><a href="#">Naviance</a></p>

Our college and career center also takes students on field trips to see many of the local colleges. Some of these past trips have included universities such as Stanford, Sonoma State, UC Davis, and UNR. Likewise our school has hosted both college and career fairs to give students the chance to engage with professions and teachings regarding college and career options. The career fairs have also included mini seminars on job related skills such as creating a resume, interview skills, and how to network.	College Field Trips  College Fair Career Fair
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## ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

### Summary (including comments about the preliminary identified critical learner needs)

Overall, the staff of WSCA has worked successfully to create and implement a diverse curriculum that is both rigorous and accessible to students. Our staff has used recent research and training to make and implement curriculum on our campus. Over the last few years we have tirelessly collaborated to streamline essential standards, learning targets, and common assessments. Late start Wednesdays and professional development days have allowed time for teachers to work within their departments as well as across departments to create lessons that are meaningful to students and emphasize real world applications of our curriculum through field trips, labs, and projects. Curriculum development is continually informed by data. We look at AP, CAASPP, PSAT, and MAP scores at the beginning of every year to identify areas of strength and weakness. We then design curriculum to try to grow in areas where we are weak and to continue to support areas of strength. Throughout the year, we work in teams to identify areas of strength and struggle within our courses using our alpha beta testing system. Through this approach we are able to identify struggling students and intervene in a timely manner.

Despite our many curriculum successes, the data shows that we still need to work on trying to close the gap between the performance of all students compared to Special Education and Socioeconomically Disadvantaged students. While our current implementation of ELT definitely seems to have helped with identifying these struggling

students in a more timely fashion and has allowed for our ability to work one on one or in small groups with these students, we recognize that there is still a disconnect between accessing the curriculum and test scores. Over the next few years we hope to improve in the ability to reach these students and make the curriculum more accessible through refining our own intervention practices and creating more scaffolds in the curriculum to help struggling students. We also hope to continue to improve our working relationship with our feeder schools so we have a better idea of which students coming in will need more support from the beginning and how we can fill those gaps. We have already started to do this through our summer session bridge program where math and English teachers work with incoming students with learning deficits over the summer so they start off the year in a better position. In regards to our math scores, we are hopeful that through the implementation of the CPM math curriculum this year that we will see an improvement in the math scores overall. Our math department will continue to identify areas of weakness in the math curriculum and will work to refine it so that we can address those gaps earlier and more frequently.

**Prioritize the strengths and areas for growth for Category B.**

**Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

- WSCA has done quite a bit of work in the last few years to address students who are struggling to meet the bar. With workshop and tutorial options available, students who are struggling are able to get the necessary help they need to meet the standards.
- Our staff has streamlined essential standards, learning targets and common assessments in order to make our curriculum both challenging and accessible.
- We frequently use current data of student performance to refine our curriculum and implement necessary interventions and extension opportunities.
- Our college and career center offers our students multiple opportunities to hear from different colleges all across the country as well as attend seminars that will guide them through various concepts such as applying to college, applying for scholarships, filling out the FAFSA, job skills, and resume building.
- Our staff collaborates within departments and across departments to create relevant and rigorous curriculum and opportunities for applying that knowledge.

**Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

- In regards to our interventions, WSCA does a good job of working with the students who have fallen behind in workshops offered during ELT but could grow in terms of what we offer for students who are earning a C and ought to be challenged more. In future years we would like to offer options so students can continue to grow academically and socially by offering opportunities to build financial literacy, nutrition, and other necessary life skills to help students manage the world after high school.
- Additionally, we would like to continue to work with our college and career center to expand more opportunities for students to benefit from guest speakers regarding vocational training in fields like culinary arts, auto mechanics, computer

technicians, etc. We would love to continue to offer job fairs and opportunities for our students to work with members of the community in order to have a better understanding of what life after high school can look like.

- We would also like to continue to refine our social emotional curriculum that we are implementing in pack times to better support our students' emotional needs and to foster stronger mentoring relationships between our staff and students.
- We also hope to continue to work with our feeder school to close gaps in learning before students start their 9th grade year so we see greater success with our students in their freshman year.



## Category C: Standards-based Student Learning: Instruction

### Group C

**Teacher Lead:** Rachel Lewis, English and Intervention Teacher

**Group Members:** Andrea Adams, Science Department Chair

Megan Wilson, VAPA Teacher

Greg Sutherland, Science Teacher

Chad Smith, Physical Education Teacher

Brittney Gregory/Concetta Lowell, English Teacher

Gabi Hight, Math Teacher

Kari Estrada, VAPA Teacher

Alicia Serrano-Buie, Spanish Teacher

Shannon Griffith, School Secretary

Taunie Womeldorf, Counselor

Carol Leonard, Math Teacher

### C1. Challenging and Relevant Learning Experiences Criterion

To achieve the the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

#### Indicators with Prompts

##### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
As a collegiate academy, Western Sierra aims to provide a college preparatory education of the highest standard to every student, and succeeds. All of our courses are University of California a-g certified, and our diploma requirements are such that any student who graduates from WSCA is eligible for acceptance to any California State University or University of California.	<a href="#">Course Catalog</a>
Furthermore, because we are an “AP for All” school, our vertical articulation and curriculum is aligned and	UC a-g certification

<p>designed to prepare all students to begin AP World History in their sophomore year and AP English Literature and AP US History in their junior year. Each department has backwards mapped curriculum to ensure that students are prepared for and can access as many Advanced Placement courses as they would like, before they graduate. For each course, teacher teams have created assessment rubrics that are used consistently across a course or grade level, to ensure that all students are meeting the same expectations. Likewise, teacher teams use the same exemplars, across a course, to ensure that the same expectations are communicated. Regularly, on late start Wednesdays, during common prep times, and on professional development days, teacher teams meet to norm grading practices, using these rubrics, and calibrate standard mastery expectations.</p> <p>Through rubric calibration and data discussions, teacher teams aptly notice trends in student mastery and identify holes in student learning that need to be addressed in order to make sure that students meet the preparation standards of our vertical articulation. Teacher teams then create SMART Goals and work to address these areas of need. While some concepts or content needs to be addressed across a grade level, often individual students or student groups are identified as needing extra support in meeting the essential standards. In order to support all students in academic college preparedness, we have implemented an Extended Learning Time period. ELT is held Monday-Friday, typically as the last 55 minute period of the day. There is a 10 day rotation, during which teachers have two Workshop days and four Tutorial days. On Workshop days, teachers have priority to pull groups of approximately 10-15 students that need support with learning a particular concept or skill. On Tutorial days, teachers can also pull groups, with secondary priority, or students can sign up for extra support as they desire. These students receive additional instruction, support with practice, and participate in reassessment opportunities, as needed. As student needs are remediated and standards are met, teachers change SMART Goals and curriculum plans, to keep students moving forward toward readiness for the next level of</p>	<p>AP Course Offerings</p> <p>Essential Standards/Articulation</p> <p>Rubrics and Standard Norming</p> <p><a href="#">SMART Goals</a></p> <p><a href="#">Extended Learning Time</a></p>
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academic mastery and achievement.	
The systems we have created at Western Sierra allow us to hold all students to a rigorous standard and ensure them equity in access to a truly college preparatory high school education.	

### Student Understanding of Learning Expectations

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Student understanding of standards and expectations has been at the crux of our staff development and planning since the 2015-16 school year. Over the past several years, the Western Sierra teaching staff has participated in professional development through Solution Tree that specifically facilitated the refinement of our standards based curriculum and creation of a more transparent learning cycle. Through this training and subsequent PLC time, each department and course team has aligned all assessments to essential standards which are first communicated to students through the course syllabi. This way, students, teachers, and parents all start with a clear understanding of the work to be done in the upcoming course year.	Class Syllabi
For each unit, students start by reading through and discussing upcoming Learning Targets, which are communicated on Target Sheets that students can use to monitor their progress throughout the unit and course. Students engage in creating personal SMART Goals for each unit and can inquire about or clarify expectations. As unit's progress and students engage in content and skill work, teachers provide rubrics for assessment, so that students can evaluate their own work in regards to the expectations.	Learning Targets  Rubrics
Last year, teachers started the process of ensuring that there were Exemplars for each essential standard that will be assessed. This may look like sample projects, essays, short answers, diagrams, etc. depending upon	Exemplars

<p>the expectation of a performance or final product. As we continue to develop and refine our process, teachers are updating those Exemplars and thinking through their strategic use, to help student understanding of Learning Targets and skill growth.</p> <p>Furthermore, WS teaching staff has successfully worked to ensure student understanding and achievement through our Alpha/Beta assessment system. Toward the end of a unit, students perform on an Alpha assessment (similar to a pre-test) that gives the student and the teacher a chance to see where students are in regards to meeting the essential standards for a unit. Based on the data from that Alpha assessment, teachers efficiently plan review activities and effectively differentiate instruction or offer individualized intervention to prepare students for the unit's Beta assessment. Through this system, we have seen a larger proportion of students who master a unit's essential standards by the unit's final assessment, and have fewer students who need to reperform.</p>	Alpha/Review/Beta Cycle
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### Differentiation of Instruction

**C1.3. Indicator:** The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Over the past 4 years, Western Sierra has been in the process of revamping and revising our intervention systems to make them most effective for differentiating per student need. As mentioned previously in our report, we have created a new Extended Learning Time structure, to allow for each teacher to pull students, during Workshop or Tutorial, for reteaching and modeling of skill work, work in small groups per need, or one-on-one feedback and support. On the other end of the spectrum, teachers can use ELT Enrichment periods to offer extension activities such as Academic Decathlon and trebuchet building, for those who want to go beyond the classroom curriculum.</p> <p>Beyond our Alpha/Beta assessment cycle, several tools</p>	<p><a href="#">ELT</a> (Enrichments, Workshops, Tutorials)</p> <p>One-on-one check-ins and support</p>



<p>help us identify those students in need of intervention:</p> <p>Illuminate allows all teachers to create assessments directly linked to standards by question or question group. This allows us to quickly and efficiently identify trends in student proficiency and groups or individuals who need further support.</p> <p>Students in seventh and eighth grade, as well as students in Algebra, Integrated I and II, participate in MAP testing twice a year. Teachers look at MAP testing results to analyze for student trends, identify areas of biggest need for curriculum planning, and inform instruction and intervention practice. This tool not only identifies trends and individual students who need intervention, but can recommend the material that needs to be reviewed or covered next in a students learning trajectory.</p> <p>One new implementation that has been extremely effective in allowing for differentiation is the add-on of Pear Deck to Google Slide presentations. Instead of just presenting information through a lecture, Pear Deck allows teachers to make their slideshows interactive and we can catch data in real time, stopping to discuss and analyze student answers. Furthermore, Pear Deck captures the data gathered during the presentation, so teachers are able to go back and notice trends and identify students who show a need for intervention.</p> <p>As mentioned in previous sections, our school-wide grading policy expects students to reperform when they have not met a standard on a Beta assessment and allows for opportunities to extend learning if students have met the standard but would like to show greater proficiency. We have implemented the use of several platforms that allow for differentiated practice, once students have been identified for a reperformance intervention or extension:</p> <p>Google Classroom, itself, is a great tool for differentiation and extra resources. After a teacher has flagged a student for extra support, we can create intervention assignments and link supplemental materials, such as</p>	<p><a href="#">Illuminate</a></p> <p>MAP Testing</p> <p><a href="#">Pear Deck</a></p> <p>Reperformance Extension</p> <p>Classroom (1:1 Chromebooks)</p>
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<p>youTube tutorials or Khan Academy lessons. We have the ability to assign these only to the students who we deem are in need of intervention and/or ask for extra practice.</p> <p>Albert i.o has a large bank of practice questions that can be assigned either by whole class or to individual students. Albert i.o, also, allows teachers to further identify areas of need and to assign specific practice questions that address these areas of concern.</p> <p>Several courses have moved to the use of eBooks, online textbooks, or platforms such as CK12 that can be accessed from anywhere and have supplemental lessons, practice activities, study guides, interactive digital labs, and videos. Through NewsELA, teachers can pull the same article at different reading levels. This way, an entire class can read the same subject matter, whatever the level of accessibility needs to be. Audiobooks are also available for any assigned novels or textbooks, per student need.</p>	<p><a href="#">Albert i.o</a></p> <p>eBooks Online textbooks Audiobooks</p>
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## C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

### Indicators with Prompts

#### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Western Sierra teachers excel at implementing a diversity of strategies within the classroom to facilitate student exploration of content, direct instruction, and project-based learning.</p> <p>Many courses use inquiry-based learning and essential questions to make students the leaders in their learning process. For example, in science classes, <a href="#">lab</a></p>	<p>Inquiry-based learning (essential questions)</p>

<p><a href="#">assignments</a>, CK12 interactive web practice, and modeling curriculum guide students through an observation-based discovery process. Classroom discussions are also used across campus to allow students to access content, explore ideas, and formulate theories. In English and social science courses, Socratic seminars frequently accompany novel studies or units to help students explore accounts of historical events, author's craft, symbolism, themes, etc. The use of acronyms and graphic organizers, such as SOAPStone and DIDLS, borrowed from <a href="#">Sandra Effinger's AP curriculum</a>, act as a scaffold to help students unpack meaning from literature and historical texts. The CPM curriculum in math requires students to work in groups and discuss mathematical concepts, to achieve deeper understanding.</p> <p>Because direct instruction is a building block of the learning process, teachers have found several ways to make lectures more engaging and interactive. Many teachers have students keep class notebooks with openers and journals to help students track unit progress and participate in knowledge activation activities. One-on-one chromebooks for our student body further allow instruction to incorporate a multimedia experience, both in the classroom and outside of it. A variety of platforms help students access learning activities and content. Teachers use Kahoot, Quizlet, Google Classroom questions and quizzes, and Pear Deck for student practice and assessment of vocabulary. Pear Deck also allows teachers to make their Google Slide presentations interactive, so students can answer questions and do practice in real time. Their responses are captured, in the moment, and can be reviewed immediately (and anonymously).</p> <p>Math teachers also use the CPM digital tools, data entering websites, and DESMOS to take students beyond their graphing calculators and explore complex Common Core math problems.</p> <p>In foreign language and VAPA classes, teachers upload audio files through Google Classroom, to support students in their learning beyond a lesson. Youtube</p>	<p>Science:</p> <ul style="list-style-type: none"> <li>Modeling curriculum</li> </ul> <p><a href="#">Socratic Seminar</a></p> <p>Reading comprehension strategies</p> <p><a href="#">Graphic organizers</a></p> <p>CPM group learning</p> <p>Interactive lecture/direct instruction</p> <p>Journaling/class notebooks</p> <p>Google Classroom</p> <p><a href="#">Pear Deck</a></p> <p><a href="#">Kahoot</a></p> <p><a href="#">Quizlet</a></p> <p>CPM digital tools <a href="#">DESMOS</a></p> <p>iPad workbook</p>
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<p>videos and tutorials act as exemplars and help students see what the expectation is, when a teacher or peer is not readily available for feedback. Both teachers and students can use this platform to create and upload files. Teachers can pre-recorded warmups, ear training activities, presentations on correct form, and accompaniments to musical content. In Spanish and Mandarin classes, this allows for the integration of authentic materials such as songs, advertisements, stories, and news articles to enhance the learning experience. Mandarin courses are also using iPad workbooks to help students practice reading, typing, and listening skills.</p> <p>Recognizing that holistic and project-based learning play an important role in preparing students for college and career, all courses have at least one project-based assessment. Science courses require lab reports as assessments, which follow a student's process from hypothesis to final conclusions. In the humanities, students are expected to complete a research-based project every year, such as the Moot Court assessment in 8th grade and the Poetry Project and Presentation in AP Literature. Math courses also incorporate projects where appropriate, such as the final project in AP Statistics, in which students have to investigate their own questions and gather their own data, analyzing and presenting their findings. Visual art classes are almost completely project based, and students are expected to showcase their completed works in school art exhibitions throughout the year. Performing arts classes require students to participate in performance showcases, concerts, plays, and other ensemble based productions.</p>	<p>Project based learning</p> <p>Ensemble based performance</p>
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### Teachers as Coaches

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Understanding that some students benefit more from social learning, others prefer an independent approach, and all students need a variety of learning experiences,	



<p>Western Sierra teachers have become proficient at employing a variety of questioning strategies, student grouping for activities and projects, and organizing guided and independent learning experiences for maximum engagement.</p>	
<p>WS teachers recognize that students need time to think before they share, so students are often asked to journal, fill out a graphic organizer, and/or discuss ideas before they respond as a whole class. In an English class, this may look like a student annotating a text during a close read and then categorizing evidence found in the text, where as, in Mathematics, this may look like students completing individual practice work and then bringing it back to review as a group/whole class.</p>	<p>Diversity of Questioning/Discussion Techniques</p>
<p>As you observe Western Sierra classes in session, you can see a variety of grouping techniques being employed across the campus. Teachers create many opportunities for students to work in pairs or groups. From a simple think-pair-share to a more structured group with specific roles (leader, recorder, material gatherer, harmonizer, etc.), teachers in all areas of curriculum give students meaningful opportunities to interact with peers and engage in thoughtful discussion about the concepts of study. Students have a chance to grow and supplement their academic content knowledge while expanding their ability to interact and collaborate with peers.</p>	<p>Student Grouping</p>
<p>To ensure equity and encourage engagement, each teacher has honed a system that works best for their class structure. Some teachers designate a group speaker, to report out a groups ideas, therefore, ensuring that each student will get their fair chance to share out. Other teachers pull popsicle sticks or index cards with student names at random, or use a randomizer app, so that all students have the understanding that they may be asked to share at any moment. Through our use of these techniques, teachers have been successful in creating a learning environment in which all students know they are expected to participate, know they have a voice that matters, and</p>	<p>Student Leadership Roles</p>

<p>feel safe to share ideas and questions.</p> <p>Furthermore, teachers use grouping and discussion techniques strategically, so that they can take a step back and students have opportunities to lead and take initiative. Teachers set up parameters of Socratic Seminars and Debates, and then take a step back to let students navigate the exploration of the topics at hand. Through more individualized class or club projects, such as Trebuchet building, students take the lead and teachers only supervise or intervene as needs pop up. Both our music and choir teacher utilize Sectional work in which each section has a leader responsible for keeping the group organized and focused. Likewise, in classes like Yearbook, there is a student in charge of planning and monitoring the progress of each chapter.</p>	<p>Facilitation of Individualized Projects</p>
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### Examination of Student Work

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>In order to hold students to a rigorous academic standard, many teachers have applied Bloom's taxonomy and Depth of Knowledge (DOK) to the standards, and use it to dictate what level of mastery a student has reached. Particularly in English classes, for students to meet C-level, or adequate mastery, they must show that they recall the information and concepts. For B-level, or proficient mastery of a standard, students must be able to go beyond this to explain and apply the content. A student showing A-level extension and exceeding the standard must analyze and evaluate the content in an original and creative way.</p>	<p>Bloom's Taxonomy Depth of Knowledge</p>
<p>As seen through semester grades and data from Illuminate, MAP, CAASPP, the College Board (AP, PSAT, SAT), and project or rubric based work, the majority of Western Sierra students regularly show proficient mastery of concepts or exceed standards. On average, typically fewer than 25-30% of students just adequately</p>	<p>Academic Achievement Data</p>

meet the standard or do not meet the standard at all.	
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**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

**C2.4. Prompt:** *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>In every Western Sierra classroom, you will find students participating in discussions, debates, projects, activities and inquiry-based investigations that require higher level thinking and problem solving skills.</p> <p>English and Social Science courses regularly use Socratic Seminars, debates, and group or whole-class discussions to have students dive deeper into topics and themes. Additionally, Advanced Placement Data-Based Question (DBQ) prompts, literary analysis tasks, Moot Court projects, persuasive argument essays, and creative writing projects ask students to analyze, evaluate, and synthesize information, while creating original arguments and content.</p> <p>In mathematics classes, students go beyond the step-by-step process to solving problems, and look at them with a real world perspective. Students are asked to discuss and explain concepts in both abstract and concrete terms. Students, working in groups, are assigned roles within the group. Through carefully designed performance tasks and mathematically rich activities, students are led to discover new math concepts by building upon previously learned material. Students are expected to make claims and justify their conclusions and reasoning. The primary voices in the classroom belong to the students, who develop critical thinking skills and mathematical literacy through interaction with each other and the curriculum. The teacher serves primarily as facilitator to student group discussion, and through means of lesson closure, clarifies the students' learning and fills in any gaps. Another primary focus of the CPM curriculum is spiral review practice, where as students complete independent practice they are constantly reviewing and reinforcing previously learned standards. Similarly, <a href="#">unit</a></p>	<p>Socratic Seminars</p> <p><a href="#">DBQ</a></p> <p>CPM Group work in Math</p>

<p><a href="#">assessments</a> are designed to not only assess current material, but to continue to assess previous topics, thus improving retention of all course content.</p> <p>Inquiry-based lab reports, SCALE/Stanford problems, and Capstone projects keep students exploring the realm of science.</p> <p>In foreign language classes, guided discourse helps students reach deeper levels of understanding both the language and concepts. Students practice story narration and cultural presentation, allowing them to engage in the complex problem solving that goes along with authentic communication in a new medium and context.</p> <p>VAPA students regularly participate in self-evaluation activities, completing weekly practice reflections, and discussions or assignments surrounding the aesthetic valuing of music and artwork. In physical education classes, students go beyond drills by completing group or individual projects. They apply their learning by designing workout plans, based on particular health objects, and original games and sports with their own sets of objectives and rules.</p>	<p><a href="#">Science Labs</a></p> <p>Guided Discourse</p> <p><a href="#">Self Reflection</a></p>
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**C2.5. Indicator:** Students use technology to support their learning.

**C2.5. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
<p>Because we have 1:1 chromebooks available to our students, WSCA students have become proficient at using technology to support their learning. Often, if given a choice, students prefer to use technology to complete assignments, creating websites or Google Slide presentations, as opposed to completing paper posters. Through the platform of Google Classroom and Google Docs, students regularly complete assignments, collaborate on projects, comment on others' work, and share resources with their peers. Students are often use tools, such as Albert i.o, Khan Academy, YouTube tutorials, Quizlet, Pixton, Photoshop, Prezi, and</p>	<p>Chromebooks</p> <p>Google Suite</p> <p>Content and quiz platforms</p>



<p>Grammar Bytes, also allow for students to explore content individually, study content, complete assignments, or prepare for presentations.</p> <p>In math and science, students readily access DESMOS and Google Sheets, using them to complete graphing exercises and create data tables.</p> <p>In VAPA and foreign language classes, students use their chromebooks to record their speaking or performing assessments and submit them digitally.</p>	<p><a href="#">DESMOS</a></p> <p>Student use of Movie/Recording Software</p>
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**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>At Western Sierra, a textbook is often just a jumping off point for deeper learning opportunities. Students are frequently asked to do their own research, such as pulling raw data off of government websites or Data Nugget for science and statistics projects, or looking up historical context and background information relevant to a unit's content. English courses do not even rely on textbooks, being driven by novel studies. Throughout these novel studies, teachers incorporate historical documents or critiques to give context help students access the author's style and intent. Many courses use current news articles to help students make relevant, real world connections with the topics at hand. Students are further connected to resources such as omim/blast, hhmi, acs.org, jstore, poetry.org, and Stanford History Education Group, for critical articles and primary documents from a diverse cultural group, to support their work in projects such as legal briefs, oral history projects, mapping inequality research, poetry projects, senior projects, etc.</p> <p>Foreign language courses also incorporate level-appropriate novels. Students read and interact with the text to show comprehension and deepen their cultural understanding. Students complete research</p>	<p>Data websites</p> <p>Research platforms</p> <p>Original source documents</p> <p>Novel studies</p> <p>News articles</p> <p>Foreign Language novels</p>

<p>projects using online tools and participate in individual or group skits and presentations. All assessments are also created to require that students show understanding of the language in real world contexts. As budget and opportunities allow, students take field trips to markets, restaurants, immersive experiences, and cultural landmarks.</p> <p>VAPA courses also expect students to complete performance based assessments. Students are expected to demonstrate skills through concerts, art shows, physical performances, sports, and community outreach. Therefore, students learn through physical practice and the viewing of YouTube live performances and tutorials, teacher or peer demonstrations of skills, brainstorm exercises on mindmap.com, sight reading factory (online), and student source citations.</p>	<p>Group presentations</p> <p>Field trips</p> <p>Performance assessments</p>
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### Real World Experiences

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>Over the last six years, Western Sierra has continued to see the growth of its College and Career Center and counseling staff. Quite literally, our expanded College and Career Center opened in January of 2019, allowing for a larger meeting space and help center for students with questions about college and career options. We can now accommodate more students when we have guest speakers and colleges come to visit, and more parents when we have informational nights to relay crucial information gathered from conferences such as the "From Here to Career" Conference, which highlights what jobs/careers are expected to have significant growth, skills employers are seeking, and advice on how to enter those particular fields.</p> <p>During this time, administration, counselors, and college and career center staff have developed several activities to foster real world career exploration. WSCA offers both Exploring Computer Science as a high school</p>	<p>Expanded <a href="#">College and Career Center</a></p> <p>Professional Development for College and Career Counselors</p> <p>Dual enrollment courses that link to specific career pathways</p>

<p>course offering, and Introduction to Computer Science is offered as a dual enrollment course paired with Web Design. Students are able to receive both college and high school credit for these dual enrollment courses. The recent addition of Sports Medicine is also a course that can be linked to a pathway at Sierra College.</p> <p>In our Pack Time classes, all teachers are guiding students through their appropriate level of Naviance curriculum. Through this curriculum students can explore their strengths and learning styles, learn about resources, and pinpoint possible career paths and college options. Designated time is set aside each week for all students to engage in Naviance curriculum. Additionally, the ASVAB Career Exploration Program is offered at least once each year. Students are able to assess their aptitude and using the results pair careers with their interest. This is a very popular assessment, which allows many students to discover careers they had never before considered. Career exploration also occurs during Extended Learning Time through guest speakers and career presentations, suchs as a health careers informational session that was conducted recently.</p> <p>WSCA also collaborates with parents and community members to hold an annual Career Fair. Surveys are conducted to gather information about parent careers and student interest. The Career Fair incorporated employment seeking presentations conducted by knowledgeable parents, staff and community members such job seeking, resumes, soft skills, job applications, and interviewing skills. As part of the Career Fair rotations, students were able to attend a job fair where students could ask questions and get information about several different career fields. Student and parent feedback was very positive. The parent survey and Career Fair is planned to be conducted biannually. On the survey, parents are also able to indicate if they are willing to have students participate in job shadowing or internships at their place of employment. Internships and job shadow opportunities are currently being explored and is an area of desired expansion for Western Sierra.</p> <p>Career and Technical exploration opportunities have also</p>	<p><a href="#">Naviance</a> Curriculum</p> <p>ASVAB Career Exploration Program</p> <p>Guest speakers</p> <p>Career Fair</p> <p>Resume workshop</p> <p>Interview skills workshop</p>
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<p>been conducted through clubs and visits. An annual field trip to the Sierra College CTE Open house occurs in the fall. Several clubs also offer training in STEM fields such as Women in STEM, Code Wars and the Trebuchet club that uses engineering principles in building and conducting their projects. Sports Medicine works closely with the athletic teams to offer real world practice and the Exploring Computer Science Class visits Parallax, a local robotics company. Students are also informed about community CTE experiences such as Construction Technology courses, local internships and job opportunities. Students interested in the construction field have been allowed to participate in hands on workshops, and last summer, one of our juniors a paid internship through this connection. Senior students also have access to CTE Works where they are able to participate in Fire Science and Medical Assisting. Last year we had 4 participate in the Fire Science course and 3 in the Medical Assisting course. This year were have 3 signed up for the Medical Assisting course. Students interested in teaching have the opportunity to intern at our elementary school sites.</p>	<p>CTE</p> <p>Field trips</p> <p><a href="#">ELT</a></p> <p>Volunteer opportunities/requirements</p>
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### **ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

#### **Summary (including comments about the preliminary identified critical learner needs)**

Overall, the changes in our instructional model have been successful and it can be seen through PSAT, SAT, and CAASPP scores that most students are doing well. Through the use of instructional platforms and information systems such as Google Classroom, Albert i.o., Illuminate.ed, online textbooks, Pear Deck, etc., students have simple and ready access to curriculum in many forms. Likewise, teachers employ a variety of strategies within the classroom to engage students with a variety of learning styles and needs. The Alpha-Beta curriculum cycle has allowed for more timely assessment and intervention. Paired with the new ELT structure, there is more equitable and timely opportunities for instructional intervention and support as our staff focuses on implementation of guided

discourse and modeling.

While our instructional successes are evident, the data highlights a gap between the performance of all students compared to Special Education and Socioeconomically Disadvantaged students. Our new ELT structure has allowed for a more targeted approach to instructional intervention, but we still have some questions to answer in terms of how ELT time can best be structured to support these groups and offer resources these students may not have access to off campus. The data also highlighted a skill gap between ELA and Math. While the math department has strengthened instructional practices, and preliminary results of the shift in mathematics curriculum to CPM have been positive, there is a disconnect between SAT/PSAT math data and CAASPP math data that leads our staff to continue to investigation into mathematic instructional practices. Even with a streamlined instructional model and the ELT structure, we still recognize that there is more of a need for mental health supports for students as they manage rigorous courses. As a staff, we are on a journey to streamline practice work so that it is highly impactful and we can alleviate some stress through a “quality over quantity” approach to homework and classwork that focus on essential skills and standards. Furthermore, we need to continue to look into how to invited student’s lives and interests into the classroom, to make the learning feel relevant and meaningful in a way that helps alleviate anxiety and detachment.

**Prioritize the strengths and areas for growth for Category C.**

**Category C: Standards-based Student Learning: Instruction: Areas of Strength**

- Test results indicate that overall, our instructional model is successful and most students are doing well, with some subgroups performing well above average.
- The new ELT structure has created an opportunity for more equitable and timely instructional intervention for all students. Extra support for SPED and SED students can be provided during this time, as well.
- Learning materials are organized and provided on multiple platforms, and students can access them remotely with their school provided Chromebooks.
- Teachers are well-versed in a variety of instructional strategies to help all students access content and intervene intentionally and successfully with students needing further support.

**Category C: Standards-based Student Learning: Instruction: Areas of Growth**

- While scores have gone up, we are still seeing lower levels of proficiency with our SPED and SED students.
- While mathematics scores are moving upward, there is still work to be done. Math is continuing its data analysis and transition to CPM curriculum. The instructional focus is on procedural thinking.
- The ELT structure has increased the ability for teachers to implement instructional intervention, however, there is still a need in some courses for more timely feedback and intervention.



- There is benefit that can be gained from looking into further resources for our SED students: accessibility to materials, tutors, social-emotional support, etc. (as needed).

## Category D: Standards-based Student Learning: Assessment and Accountability

### Group D

**Teacher Lead:** Nic Paolini, Technology Coordinator and Math Teacher

**Group Members:** Chip Kling, Vice Principal

Kristin Schroeder, English Department Chair

David Leal, Science Teacher

Joe Navarro, Science Teacher

Juliette Monaco, VAPA Teacher

Nina Zhang, Mandarin Teacher

Shelly Fox, Math Teacher

Beth Cates, Science Teacher

Carol Repetti, Registrar

Emily Haddad, Speech Pathologist

### D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

#### Indicators with Prompts

##### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
At Western Sierra, we ground ourselves in data at the beginning of every year and continue our conversations on how we can continue to improve student performance and show that students are meeting expectations throughout the year. In August, the whole staff analyzes our 5 year AP report, preliminary CAASPP data, SAT and PSAT score trends to inform the new year's	CAASPP  AP/SAT/PSAT Data from the College Board

<p>instructional focus and practice.</p> <p>In October, when we get more specific data from the CA Dashboard, we look at our subgroup data which we use to modify both our LCAP and WASC action plans. In addition, all stakeholders are informed of our areas of strength and our opportunities for growth as we report out to the staff, Principal's Student Forum, Operations Committee and to our Board.</p> <p>Throughout the year, our subject area teams analyze student assessment data through course assessments aligned to essential standards. Teams analyze the data, including subgroup data, to inform reteaching and enrichment opportunities. Parents and students are informed of academic progress through PowerSchool, Extended Learning Time, and through electronic communication.</p>	<p><a href="#">CA Dashboard</a></p> <p>Subject Area Teams</p>
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#### Basis for Determination of Performance Levels

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>At Western Sierra the combination of our continual SMART Goal and self-study process and the time set aside each year for subject area teams and departments to meet and review standards and assessment criteria allows for appropriate and effective performance levels to be determined. Courses with multiple teachers team up to create a common syllabus, common assessments, and a common grading policy for the course. Because Western Sierra focuses on a mastery-based assessment system, the school grading policy allows for a course assessment scores to count for between 75% and 100% of a student's overall grade in the class. As a part of our recalibration process every year, teacher teams decide on a consistent overall percentage for the weighting of practice work vs. assessment grades for a course, within the given percentage window. This is communicated to parents and students on each course syllabus.</p>	<p>Mastery-based Learning Subject area team grading norms Syllabus</p> <p>Common assessments per course</p>

<p>In addition, in partnership with the Leadership Team, Principal's Student Forum and Operations Committee, we evaluate and modify the schoolwide grading policy to fit the needs of both students and teachers to ensure academic progress is being met aligned to mastery-based grading.</p>	<p>Grading Policy</p>
<p>Math and ELA departments utilize NWEA's MAP testing to track student progress and growth. Students who have been with Western Sierra, or one of our feeder schools, have several years' worth of data for us to analyze. The test is administered 2-3 times each year and is used as a benchmark to see if our internal assessment data is consistent with a third party's data and is a predictor for CAASPP achievement levels. Students are then placed in ELT workshops and tutorials according to who needs additional support as determined by their MAP scores.</p>	<p>MAP testing</p>
<p>Each year, teachers teams also revise rubrics, as necessary, making sure they are utilizing the most appropriate CAASPP language and clearly communicating criteria that meet the essential standards for the course.</p>	<p>Rubric revision and norming</p>

### Monitoring of Student Growth

**D1.3. Indicator:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>It is clear that the majority of Western Sierra students feel prepared as Academic Achievers, Responsible Individuals, and Critical Thinkers. As tracked in the student survey, through Question 11, students evaluate how staff is preparing them for college and helping them progress toward meeting the schoolwide learner outcomes beyond what is measured in academic achievement, test scores and behavioral data. Students are prompted with the directions, "Western Sierra has identified three schoolwide learning outcomes that are listed below. One goal of the staff is to prepare all students to meet these outcomes by the time they</p>	<p><a href="#">Student Survey</a></p>

<p>graduate from Western Sierra. Please evaluate to what extent the staff is supporting students in reaching the schoolwide learning outcomes.” In response, approximately 90 percent of students felt prepared to meet these outcomes always or some of the time. Only about 10 percent of students felt they were rarely, never prepared in one or all of the schoolwide learner outcomes, or had no opinion.</p> <p>As mentioned, schoolwide achievement data is effectively monitored at several points during the year including preservice data dives, October CAASPP and Dashboard data, January PSAT data, Fall and Winter MAP data, and late spring preliminary CAASPP data.</p> <p>During the analysis of our AP 5 year trend report, SAT, and PSAT data, we specifically look at the number of students taking exams and the pass rate compared to our overall population as well as state and global norms. Our goal is to have all students take AP, SAT and PSAT exams as that allows students, parents and staff to monitor college readiness measures for our students. In fact, the school pays for all students to take the PSAT as want to ensure we are capturing the aptitude of students predicted success in college.</p> <p>CAASPP data is monitored three times during the school year as a whole staff and extensively through subject area teams. We first look at preliminary data, then student level data, and finally as it relates to increases and decreases on the Dashboard. These varied ways to monitor growth informs our assessment focus as it aligns to essential standards so that grade level teams and individual students are showing increased academic performance.</p> <p>Specifically, the ELA and Math departments utilize NWEA’s MAP testing to track student progress and growth from year to year and within a year. Students who have been with Western Sierra, or one of our feeder schools, have several years’ worth of data for us to analyze to determine growth projections and interventions needed. Furthermore, growth summary reports are shared with students for goal setting and sent</p>	<p>AP/SAT/PSAT data</p> <p>CAASPP data</p> <p>MAP data</p>
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<p>home to parents for review with resources to support their student's growth.</p> <p>Grades are monitored at progress reports, quarter grades and semester grade points. We monitor the number of incompletes in every subject area and every team to ensure consistent grading practices. In addition, every semester, we review as a whole staff both our grading policy and which students qualify for the three week session after each semester to continue their efforts in reaching mastery on essential standards. Mastery-based learning aligns to all of our policies; however, as a secondary institution, finalizing grades must be done at the close of each semester so our grading policy addresses how extensions are achieved.</p>	<p>Point in Time grades</p> <p>Grading Policy</p>
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#### Assessment of Program Areas

**D1.4. Indicator:** The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** *Evaluate the processes that the school leadership and instructional staff use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Annually, the Student Handbook is reviewed and revised and sent to the RAFOS Board for approval. As a part of this process, Western Sierra staff, the <a href="#">Principal's Student Forum</a>, and the Operations Committee review and revise policies as needed. An extensive review of our school's grading policy occurs every year to ensure consistency and alignment to our schoolwide learner outcomes. Adjustments are made as needed. This has been effective in fine tuning our mastery-based grading system to assure student focus and learning growth.</p> <p>As a part of our charter renewal cycle, our graduation requirements are reviewed and updated every 5 years. In between each revision, to assure that our course offerings meet the expected rigor and provide a diversity of opportunity for achievement, our counseling department reviews our A-G course status, AP Course Audits, and Dual-enrollment courses each year. As a part of this process, each spring, counseling staff meets</p>	<p>RAFOS Board</p> <p><a href="#">Principal's Student Forum</a></p> <p><a href="#">Operations Committee</a></p> <p>A-G course submission</p> <p>AP Course Audit</p> <p>Dual-enrollment courses</p> <p>Counseling</p>

<p>with individual students to assess their graduation plans to ensure they are on track to meet the graduation requirements and align to their college/career plans. The team takes an in-depth look at each student's transcripts and course plans to make sure that each student is taking the correct courses to prepare for the path they are pursuing toward college/career.</p> <p>Students who have been designated for support classes are enrolled in either Academic Seminar or Math Lab. High school students who are in need of an extension for second semester credits are recommended for an on-campus three-week intervention session. A teacher from each subject matter discipline is available for support and further assessment. Students who need credit recovery beyond this are recommended for off-campus credit recovery programs that offer a-g and AP coursework.</p> <p>Based on review of College Board, MAP, and CAASPP data, revision of essential standards and course assessments, and student areas of need each year, departments review assessment and practice requirements and teacher teams decide on how to weight assessment vs. practice assignments in their gradebooks. Teachers who teach a common course implement common grading policies in their syllabus and calibrate their practices in their weekly collaboration meetings.</p> <p>All of these practices ensure our students' needs are met through a challenging, coherent, and relevant curriculum.</p>	<p>Intervention 3-week intervention Summer Session</p> <p>Essential Standards Course Syllabi</p>
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#### **Schoolwide Modifications Based on Assessment Results**

**D1.5. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D1.5. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Thorough our PLC work and training with Solution Tree, the Western Sierra staff was able to identify essential	Standard Based Rubrics

<p>standards for each course and create assessments and rubrics that could be used across a course and was vertically aligned to other assessments and rubrics within each department. Three years ago, in an effort to standardize these standards, assessments, and rubrics, we created Late Start Wednesdays to fulfill the need for teacher collaboration and facilitate data analysis and process refinement. We started a collaborative SMART Goal process in which each teacher team focused on an essential standard for a unit and tracked student progress throughout a unit on that standard. Teams look at a learning target practice assignment that align with the upcoming assessment and disaggregate the data, looking at overall numbers of students exceeding, meeting, nearly meeting, or not meeting that standard, as well as, looking at subgroup data for our high risk learner groups (SPED, EL, SED). Through this process, it became more and more apparent that we needed to find a more efficient way to intervene with students who were not meeting the standard, before we got to the assessment. This led to a three year refinement of our Extended Learning Time (ELT) structure.</p> <p>Our bell schedule was already designed to embed time for teachers and students to reflect and improve upon assessment results, however, it was not working as efficiently and effectively as we would have liked. Through refinement, we created a more flexible, day-by-day rotation that has helped us reach the students we need to in a more timely manner. This final hour of the day, Extended Learning Time, is set aside for students to get additional instructional support and to reperform on assessments if needed. We put in a 10-day rotation, in which different subject matter departments have priority. Each teacher has two out of the 10 days which are priority periods, labeled Workshop, and teachers can choose which students they want to see and use their SMART Goal data to plan specific interventions for a group of students needing extra instruction on a skill or missing content. Four of the 10 days are labeled Tutorials, which have second-level priority, and students can choose those they feel like they need extra support if they are not already assigned to a Workshop. The remaining days, teachers either host Enrichment activities or have a prep period.</p>	<p>and Alignment</p> <p>Late Start Wednesday Collaboration</p> <p><a href="#">SMART Goal</a> Process</p> <p><a href="#">Extended Learning Time</a></p> <p>Intervention (ELT) Rotation Intervention/Extension Days between alpha and beta</p>
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<p>Through this more flexible and equitable rotation, teachers have been more apt to act upon their continual data analysis in a timely and meaningful way and have seen more consistent growth in student achievement.</p> <p>Looking at the trends of the SMART goal process as well as testing data, the math department did a curriculum analysis after two years of stagnant growth and found that their textbook did not address all of their needs. After researching and piloting alternate curriculums, they adopted CPM's curriculum from 7th grade through Integrated Math 3. The entire team attended an optional 5-day training in Davis, CA to learn more about the research and pedagogy behind CPM's curriculum, as well as to collaborate with other teachers who had recently adopted CPM.</p> <p>These examples can be expanded to specific professional development based on the needs of our EL, Special Education and Gate students with targeted learning by outside providers occurring on PD days. Our strategic thinking and nimble approach allows our staff to align to a results driven approach to continuous improvement.</p>	Curriculum Adoption
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**D1.6. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D1.6. Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Our continual commitment to data analysis ensures that we assess how our curriculum and instructional practices are impacting student achievement and that individual student's needs are met.</p> <p>Every spring department chairs meet with departments to discuss the need for new adoptions or supplemental texts based on essential standards and academic achievement metrics. New adoptions in AP Chemistry, AP Psychology, math, AP US History have occurred over the past two years as curriculum outlines have changed through College Board and data revealing the need to implement a new math curriculum. In English courses,</p>	Curriculum selection

<p>novel studies and supplemental readings are modified every year based on the essential standard gaps exposed in both AP and CAASPP scores.</p> <p>Our professional learning days are spent analyzing instructional practices when looking at achievement data specifically focusing on the questions: How will we respond when students don't learn? (Intervention) How will we respond if they already know it? (Enrichment) This work supports departments in revising curricular and instructional practices to support all learners.</p>	<p>Questions of a PLC</p>
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## D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

### Indicators with Prompts

#### Appropriate Assessment Strategies

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

**D2.1. Prompt:** Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
<p>School leadership and instructional staff continually and effectively utilized data to refine programmatic goals and standards to determine student achievement as appropriate. Schoolwide achievement data is effectively monitored at several points during the year including preservice data dives, October CAASPP and Dashboard data, January PSAT data, Fall and Winter MAP data, and late spring preliminary CAASPP data.</p> <p>CAASPP data is monitored three times during the school year as a whole staff and extensively through subject area teams. We first look at preliminary data, then student level data, and finally as it relates to increases and decreases on the Dashboard. These varied ways to monitor growth informs our assessment focus as it aligns to essential standards so that grade level teams and individual students are showing increased academic performance.</p>	<p>CAASPP/MAP</p>



<p>Specifically, the ELA and Math departments utilize NWEA's MAP testing to track student progress and growth from year to year and within a year. Students who have been with Western Sierra, or one of our feeder schools, have several years' worth of data for us to analyze to determine growth projections and interventions needed. Furthermore, growth summary reports are shared with students for goal setting and sent home to parents for review with resources to support their student's growth.</p> <p>During the yearly analysis of our AP 5 year trend report, SAT, and PSAT data, we specifically look at the number of students taking exams and the pass rate compared to our overall population as well as state and global norms. Our goal is to have all students take AP, SAT and PSAT exams as that allows students, parents and staff to monitor college readiness measures for our students. In fact, the school pays for all students to take the PSAT as want to ensure we are capturing the aptitude of students predicted success in college.</p> <p>Grades are monitored at progress reports, quarter grades and semester grade points. We monitor the number of incompletes in every subject area and every team to ensure consistent grading practices. In addition, every semester, we review as a whole staff both our grading policy and which students qualify for the three week session after each semester to continue their efforts in reaching mastery on essential standards. Mastery-based learning aligns to all of our policies; however, as a secondary institution, finalizing grades must be done at the close of each semester so our grading policy addresses how extensions are achieved.</p>	<p>SAT/PSAT Data</p> <p>Standardized assessments Point in time grades</p> <p>Standardized Rubrics and Grading Calibration</p>
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### Demonstration of Student Achievement

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
One of the most powerful processes Western Sierra has	

<p>put in place to drive curricular and instructional decisions is the implementation of our Alpha/Beta assessment system. Toward the end of a unit, students perform on an Alpha assessment (similar to a pre-test) that gives the student and the teacher a chance to see where students are in regards to meeting the essential standards for a unit. Teacher teams use Late Start Wednesdays to analyze data from the Alpha and create SMART goals, based on largest areas of need highlighted in the data. From there, teacher teams plan review activities and effectively differentiate instruction or offer individualized intervention to prepare students for the unit's Beta assessment. Within the Alpha/Beta cycle, there is time set aside for this whole-class, small group, and individual review and intervention. Teachers pull smaller groups of students, as needed, during ELT Tutorials or Workshops, in order to remediate concepts before a Beta assessment. Through this system, we have seen a larger proportion of students who master a unit's essential standards by the unit's final assessment, and have fewer students who need to reperform.</p> <p>Even before an Alpha assessment, teachers are using multiple formative measures to track student progress. Throughout a unit, teachers will use observational data, practice work, and target practices that directly pre-assess components of a standard on a smaller scale for more timely feedback. These data points help teachers identify areas of need for whole class instruction and highlights students who need intervention, at different points in the progression of a unit.</p> <p>Several systems support teacher teams in the unpacking and analysis of data. Our teachers continue to use Illuminate Education to collect and record the student assessment data, which we use during our weekly department collaboration meetings to plan our intervention process for students who are not meeting the essential standards of the assessment. Teachers use Illuminate's Performance Bands to help indicate which students are meeting which academic standards, and this information is accessible by all stakeholders (teachers, students, parents, and administrators).</p>	<p>Alpha/Beta calendar</p> <p><a href="#">SMART Goals</a></p> <p>Intervention</p> <p><a href="#">Extended Learning Time</a></p> <p>Formative assessments</p> <p>Learning Target practice assignments</p> <p><a href="#">Illuminate</a> data comparison</p>
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<p>Illuminate also disaggregates the data based on subgroups, so that teachers can analyze which populations may be in need of additional instructional support.</p> <p>For formative assessment, teachers also use student answers from Pear Deck presentations to informally gather data on student understanding of content during classroom lessons. Some teacher teams and departments also use data gathered through Albert.io practice exercises specific to AP coursework. Albert.io highlights skills and content gaps for reteaching, before the assessment for a unit.</p>	<p><a href="#">Pear Deck</a> data</p> <p><a href="#">Albert.io</a> data</p>
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### Teacher and Student Feedback

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
<p>Weekly, the principal holds a <a href="#">Principal's Student Forum</a> meeting with a student representative from each Pack Time to discuss concerns and review any upcoming school-wide changes. Through this forum, student survey data, and one-on-one conversations/interviews, has been a regular part of our assessment evaluation system.</p> <p>Through Pack Time check-ins, checking grades and learning progress in both Illuminate and PowerSchool have become common practice. All students have and know their login, and can pull up their current and historical grades at any time. Students discuss their plans to maintain/improve their grades in each class with their Pack Time teacher weekly. Also during Pack Time, students choose their ELT class for that day, based on those discussions as well as their own conversations with each subject's teacher. This allows for both students and teachers to be facilitators of timely</p>	<p><a href="#">Principal's Student Forum</a></p> <p><a href="#">Student surveys and interviews</a></p> <p>Pack Time Grade Checks</p> <p>PowerSchool</p> <p><a href="#">ELT</a> timely intervention</p> <p>Frequency of reported and updated grades</p>

<p>intervention. In fact, one piece of criticism that was received last year was that students and parents felt like there was a delay in assessment feedback. This year we implemented a school-wide guideline for when assessment grades would be available in PowerSchool, in order to assure more timely feedback.</p> <p>Students clearly feel empowered by Learning Target Sheets and the Alpha/Beta cycle. Students can articulate, from the beginning of a unit, what the focus and learning goals are. As time goes by, students become more and more savvy with understanding rubric criteria and what “meeting standard” looks like in application of a skill. Through this work, we have seen an increase in the ability of students to articulate what rubrics are looking for and explain how exemplars are showing what is required in the rubric.</p>	<p>Learning Targets</p> <p>Rubric reflections/self assessment</p>
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### **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.**

**Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

#### **Summary (including comments about the preliminary identified critical learner needs)**

Our school continues to be data-driven, using CAASPP, PSAT, SAT, ACT, NWEA MAP, and College Board test results to examine our overall student and subgroup performance and trends. Additionally, our teams analyze the results of common formative assessments, such as target practices and Alpha assessments, in order to identify and address learning gaps before Beta assessments. This data is aggregated in Illuminate, with grades entered in PowerSchool, to increase the ease of access for students, parents, teachers, counselors, and administration. This data is thoughtfully analyzed by stakeholders and effectively used to inform decisions about professional development, course offerings, curriculum development and sequencing, and group or individual intervention/enrichment for students. Our strong relationship with data analysis has facilitated a continual cycle of growth that connects and permeates all levels of our school structure.

As we continue to refine our testing cycle, our data has increased in quantity and reliability. This has given us a better ability to identify our areas of greatest concern and track our subgroups in greatest need. English Learners are a small, but important, subgroup of students and we are looking for ways to calibrate our data with the CA Dashboard's data. One of our findings is that the state incorporates RFEP students in their EL population, whereas our data management system (Illuminate) reports those as two different subgroups. This discovery has led us to refine our data discussions, and revise our tracking tools, to calculate the percentage of these students who have not yet achieved mastery on each common assessment. Similarly, in Math, we have adopted SBAC-aligned rubrics in order to better address the multiple claims evaluated by performance tasks. Our data also shows an increase in suspensions and expulsions, which has led to deeper discussions about our PBIS structure. Although each suspension and expulsion have all been mandatory state offenses, tracking this data helps us consider behavior interventions for subgroups and create guidelines and preventative strategies through SEL curriculum, small group meetings, or individual implementation for students that demonstrate at-risk behavior.

**Prioritize the strengths and areas for growth for Category D.**

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- Hispanic students are showing growth on both math and English, as are our two or more races category.
- PSAT data show above average achievement, and is even stronger than CAASPP data.
- Our SPED and Hispanic areas are increasing. These are the two categories we have been examining as a school for the last two years. They are still below standard though, so we still have further to go.

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- We are working on closing the achievement gap for SPED students
- We are working on focusing on SED and how to identify those students without breaking confidentiality.
- Math continues to be a focus area.
- Hispanic students are showing growth on both math and English, as are our two or more races category.
- Increased suspensions over the past two years, so a focus on alternative means to suspension.
- PSAT data show above average achievement, and is even stronger than CAASPP



data.

- Our SPED and Hispanic subgroups are increasing in academic data. These are the two categories we have been examining as a school for the last two years. They are still below standard though, so we still have further to go.

## Category E: School Culture and Support for Student Personal and Academic Growth

### Group E

**Teacher Lead:** Paola Clark, ASB Coordinator and Spanish Teacher

**Group Members:** Scott Crosson, Vice Principal

Miken Dayton, VAPA Department Chair

Bianca Luna, Spanish Teacher

Angel Call, English Teacher

Carolyn Cervantes, Education Specialist

Kathleen Stout, English Teacher

Cheri Stewart, School Secretary

Peggy Kao, Mandarin Teacher

Debra Kopp, Social Science Teacher

Chris Blalock, Custodian

Stan Hogans, Hall Monitor

### E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

#### Indicators with Prompts

##### Regular Parent Involvement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Parent-School Partnership (PSP) meetings have been an integral piece of our school since the beginning. These meetings allow parents to give input and help our school through fundraising for supplies and facility enhancements., planning activities for students and staff, and volunteering at school events. Through PSP, parents volunteer each year to help with the back-to-school orientation and check-in. Additionally, each year PSP puts in a great effort to fundraise money	<a href="#">PSP</a> meetings

<p>for classroom supplies or equipment, such as our theater stage, sound equipment, lab equipment, and school supplies for teacher classrooms. They also support educational events such as International Taste, which directly supplement learning that is happening in a variety of classes on campus.</p> <p>Ops committee is a group made up of administration, parents, teachers, and students which discusses and recommends policy change, curriculum adoption, and other programmatic elements to the Rocklin Academy Family of School's Board. a Past topics have been the grading policy, how to recognize seniors graduating with honors, curriculum adoption, and dress code. This group meets and discusses topics, comes up with a plan, presents the plan to all stakeholders, and implement changes as needed.</p> <p>Parent University is a bi-annual event created to support our parents in acquiring knowledge to support their children pursue their interests. Classes are taught by staff on an evening early in the semester and parents can choose sessions they want to attend. Topics include PowerSchool, Advanced Placement, grading policy, and college information, FAFSA, mental health and more. This has helped our parents become fluent in what goes on at school to better help their students.</p> <p>The Facebook group is a good resource for parents to check in and see what events are happening on and off campus. This is a more casual way for parents to stay up to date. Currently, it can be updated and monitored by a number of administrators and the technology coordinator. The page is public and parents can comment.</p> <p>IEP/504 Meetings are for parents of special needs students. These allow parents to understand their student's needs as well as ask questions, understand their rights, and get to know what is happening at school to help their student. Before these meetings, Ed Specialists send home the Procedural Safeguards for parents to read and understand. Parents that are new to our school or have a student that is new to special</p>	<p><a href="#">Operations Committee</a></p> <p><a href="#">Parent University</a></p> <p>Facebook group</p> <p>IEP/504 meetings</p>
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<p>education have Transitional/Interim meetings which allow parents to become familiar with our academic and social emotional supports as well as ensure we are implementing the services needed for student success.</p> <p>Parents have ample opportunity to volunteer on campus through selling snacks at the WolfMart, helping the flow of the parking lot, selling lunch, chaperoning field trips and dances and more. Parents enjoy these activities as it allows them to take part in their child's education.</p> <p>We communicate to parents in a variety of different ways. Google Classroom sends parents a weekly or daily check in to let parents know what work students have completed and have yet to complete, and what is coming up. PowerSchool is a great way for parents to check their student's grades and work habits, as teachers mark when assignments are turned in late, missing, etc. The syllabi is created and passed out at the beginning of the year to detail what goes on in the course and what the student should expect. The weekly newsletter is sent home every Friday evening and details things such as on and off campus events, highlights of activities happening on campus, etc.</p>	<p>Parent volunteers</p> <p>Parent Communication</p>
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### Use of Community Resources

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>The college and career center puts on a job fair for students to communicate with local professionals. The counseling team brings in professionals from all fields for students to interact with and learn about new jobs, and also puts on a large college fair for local and faraway colleges to come in and speak with our students about their programs. Students are also exposed to personnel from the armed forces through the college and career center.</p> <p>Our students have ample opportunities to interact with</p>	<p><a href="#">College and Career Center</a></p>

<p>the community through field trips. The Trebuchet Club often travels to the nearby Maker's Faires to show off the trebuchet they built. They interact with the community at this event and make others excited for science education that is happening on our campus. The computer science classes go to Parallax to see what a real life computer science company looks like. Choir travels to different businesses to perform and show off their skills. Clubs and cheer represent our school at Hot Chili Cool Cars. All of these experiences allow students to interact with their community in a professional way.</p>	Field Trips
<p>We have had people of the community come on campus to present information to the students. The Thirst Project teaches students the importance of clean water and to appreciate the ease with which they have access to it. We had a local FBI agent come in and talk about the dangers of the internet and how to secure private information and your digital footprint.</p>	Community Presentations
<p>Through the Confucius Classroom, our Mandarin students have connections to San Francisco State, Sacramento State, William Jessup and our sister school in China. Mrs. Kao does a great job connecting her students to other Mandarin speakers in the community and abroad. She takes our students overseas to experience China, she takes them to San Francisco to visit Chinatown and she takes them to multiple universities to perform their Dragon and Lion dance.</p>	Confucius Classroom
<p>Our VAPA program reaches out to professionals in the community to enhance student education. We have had choreographers, band directors and artists come in to interact directly with our students.</p>	Professional Resources used to enhance VAPA
<p>Our students have the opportunity to participate in CTE classes, which can give them the opportunity to learn skills that we cannot teach on campus. Through CTE, students participate in medical assistance, fire science and animal science education. These classes allow students to pursue interests before dedicating themselves to the field.</p>	CTE (off campus classes)



## E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

### Indicators with Prompts

#### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>There are many clubs on campus that are geared toward creating a safe environment for all students such as Gay-Straight Alliance and <a href="#">Hero club</a>. The GSA is a safe haven for gay and straight students who want to support each other. The Hero club is a group of students who work on anti-bullying tactics and even <a href="#">go to the elementary schools</a> to teach them how to be heroes.</p> <p>Our administration has created a flipchart for emergency procedures that is easy to use and posted in every classroom. This has made looking for the correct response in any situation easy to figure out. We have also updated our safety procedures this year with the addition of key fobs and window coverings. These have given teachers peace of mind knowing that our school is doing everything we can to protect our students and staff.</p> <p>In our parent/student handbook, we have an Honor Code that each student signs, which states the following: As a member of the Western Sierra Collegiate Academy community, I pledge to conduct myself at all times honorably and in a way that shows pride in myself, my family, my school and my community. As a person of honor I will show: Respect for Academic Honesty, Respect for Others, Respect for Property, and Respect for Myself. The administrative team can directly point to this code when a student has engaged in behavior in</p>	<p><a href="#">Clubs</a></p> <p><a href="#">Safety Plan</a></p> <p><a href="#">Honor Code</a></p>

<p>conflict with the Honor Code and then action plans with the student and family on next steps to realign with the expectations of our campus to ensure we are providing a safe, clean and orderly school environment for all students and staff.</p> <p>We have a hall monitor who is on campus during the day to monitor students who are out of class and to ensure no non-students or adults enter the campus. Our custodial staff gets along with our students and they are another adult that the students can reach out to if they have a concern. Our counseling team has been re-structured to be grade level specific, which allows these staff members to focus on certain groups of students. We have added a full time psychologist to our staff so students can have another fully qualified adult to connect with as needed.</p> <p>Students are taught technology safety through Digital Citizenship in Pack Times as well as our Technology Use Agreement. They are able to complete lessons which teach them internet safety and the like. At the beginning of the year, students sign a technology agreement form to confirm they will use the school technology appropriately and understand the restrictions. Admin uses Gaggle to monitor student accounts and call in students who are flagged and we have an anonymous Reporting Up system for students to notify administration of student safety concerns.</p> <p>Our staff and students have been trained through S.O.S., which teaches us to look and report signs of suicide. Our admin created a plan which used data to appropriately schedule the S.O.S. training for students so they will have ample time to decompress and understand the information before going home.</p> <p>Our school participated in every 15 minutes in 2018, which teaches students the dangers of drunk driving through a dramatic reenactment. For example, they host a large posed car crash where students in costume as well as real police, fire and ambulance professionals come out and show the students what happens at crash sites. This is an intense experience that helps reduce</p>	<p>Support Staff</p> <p>Digital Citizenship Technology Use Agreement</p> <p>Gaggle <a href="#">Reporting Up</a></p> <p>Signs of Suicide</p> <p>Every 15 Minutes</p>
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<p>drunk driving.</p> <p>All of these resources, training and support, have provided our students and staff with a safe and nurturing environment per the results of our annual surveys. On the CA Healthy Kids Survey, students in grades 7, 9, &amp; 11 report that they feel safe at school with the following percentages: 7th-78%; 9th-75%; 11th-78%. In addition, our staff reports that they are satisfied with the culture of their workplace as follows: Certificated-92%; Classified-100%.</p>	
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### High Expectations/Concern for Students

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>The District MTSS team researched socio-emotional learning curriculum for the students to participate in during Pack Time and we adopted the School Connect curriculum for grades 7-12 during the 2018-2019 school year.. This has allowed students to learn important skills that will help them beyond the classroom and has real life applications.</p> <p>Administration uses the SWIS data system to record the data from referrals so they can track patterns in behaviors and students and the PBIS team uses this data to plan specific interventions based on need.</p> <p>We created a morale team this year, which brainstorms ways to increase staff drive. They have come up with ideas such as potlucks, memes, competitions, dress up days, and more. This group has created a jovial spirit with the staff, which makes it more fun to come to work and show our students that supporting each other and being involved is the key to our success.</p> <p>Once a month, teachers nominate a student that</p>	<p>MTSS</p> <p>School-Wide Information System for Behavioral Data (SWIS data system)</p> <p>Morale team for staff</p>

embodies one of our C-PREP values and all students who are nominated get recognized during Pack Time. Then, teachers vote on the student who shows that trait the most and that student wins a free lunch and gets to choose a teacher to have lunch with. This helps students to see that positive behavior leads to recognition from the staff who notice and appreciate their contribution to our positive culture.	Pack Time <a href="#">C-PREP</a> Recognition
International Taste Festival is put on by the parents and students of our Multicultural Club once a year to celebrate all of the cultures that are displayed on campus. Families sign up to bring food from their cultures and we have student performers highlight their heritage through dance and performance. Families then get to enjoy food and a show to celebrate all the cultures on our campus.	International Taste Festival
Every quarter, teachers nominate one student of the quarter, one student who follows the school mission, and one student who has shown academic excellence in their course. Those students are then recognized in a school wide assembly where their parents and peers see them getting an award from their teacher. Senior Night showcases the scholarships and special awards the graduating seniors have earned. They also give out the school scholarships at Senior Night. It is a cumulation of all the student's hard work and dedication in their high school career.	Quarter Awards  Senior Night

### Atmosphere of Trust, Respect, and Professionalism

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
Although there is a Leadership Team that is voted for by department members, all leadership meetings are open to teacher to allow clarity and input from all parties. Once a month, the Department Chairs share with their departments the agendas from Leadership to push out information but also to gain insight into future work. The	Leadership Meetings

<p>Leadership Team vets all professional development, expectations, and lead their departments in continuous improvement. Instructional coaches work with the leadership team to develop and refine initiatives aligned the work of PLCs and then the Department Chairs facilitate the learning with their departments. This collaborative approach to excellence not only creates teacher leadership but ensures we are all moving in the same direction.</p> <p>Every Wednesday morning, we have PLC time to meet with our departments. This allows a dedicated time that does not get interrupted by other events for us to meet and work on essential standards, curriculum planning, SMART goals and planning reteaching. In addition, we have a change group dedicated to staff morale so that we actively seek to celebrate and recognize staff members which creates a culture of trust, respect and professionalism. The group hosts monthly potlucks, welcome baskets to new teachers, organizes staff events outside of school, and finds other ways to celebrate our staff.</p> <p>In regards to input on our LCAP, every year, all stakeholder groups are surveyed to gain valuable input in creation of our LCAP. The Operations Committee, reviews survey findings from all groups and recommends programs/initiatives to address concerns that may arise. In addition, the Principal's Student Forum also engages in the work of making recommendations throughout the year to ensure our campus is safe and engaging.</p> <p>All of these elements create a culture of trust, respect and professionalism as each stakeholder group has direct and purposeful engagement opportunities with the site administration and staff to ensure we have a cohesive approach to student success.</p>	<p>Instructional Coach and Department Chair Collaboration</p> <p>PLCs every week</p> <p>Staff Morale Change Group</p> <p><a href="#">LCAP Surveys</a></p> <p><a href="#">Operations Committee</a> <a href="#">Principal's Student Forum</a></p>
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### E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the



community.

## Indicators with Prompts

### Adequate Personalized Support

**E3.1. Indicator:** The school has available and adequate services to support student's academic and personal needs.

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>We have recently hired additional full time counseling staff to help with student support. They have been an undeniable help in creating schedules, communicating with students and parents, and being there for students emotionally.</p> <p>Students have the ability to report up, which is an online confidential form for students to use to let someone know if there is a problem an adult should know about.</p> <p>The college and career center has many resources for students to learn about careers and college.</p> <p>Our counselors are able to provide short term support including brief solution focused counseling and interventions and helping students with high levels of anxiety cope at school. They are also able to refer students to outside agencies for further support. They also conduct risk assessments for self-harm and suicidal thoughts. They prepare and submit CPS reports.</p> <p>The counseling team meets with incoming 9th grade students to discuss the transition to high school, grading policies, a four-year plan, as well as helpful tools. In addition, every year, students in grades 9-11 meet with their counselor to review their 4-year plan and make adjustments. Furthermore, the counseling team meets with students to help them understand and apply for Academic Enrichment courses at Sierra College as well as assists them with academic questions and to help bridge the conversation with teachers as needed.</p>	<p>Additional counseling staff</p> <p><a href="#">Reporting up</a></p> <p><a href="#">College and Career Center</a></p> <p>Short Term Support</p> <p><a href="#">Academic Counseling</a></p>

### Support and Intervention Strategies Used for Student Growth/Development

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
Our PBIS team includes administration, teachers and our school psychologist and they analyze data of both behaviors and student infractions to strategize and plan interventions to support individual students and larger concerns on the campus. The team also coordinates our school wide systems of recognition aligned to our C-PREP values.	<a href="#">PBIS</a>
The Multi-Tiered Support System (MTSS) team was created at the district level and made up of teachers, administrators, community members, and students to analyze data relating to students' social and emotional health. Based upon results from the California Healthy Kids Survey, several needs were identified and curricula chosen to meet those needs. School Connect was implemented to meet some of the social and emotional needs that were identified. Signs of Suicide was also implemented to assist with the emotional needs of students.	<a href="#">MTSS</a>
The cultural sensitivity change group was created to address both data from the California Healthy Kids Survey as well as creating a culturally safe learning environment for all students. The group has spent the year working with a professor from Sac State, Dr. Stacey Ault, to research, reflect and build protocols and tools in the following areas: policy, culturally relevant social emotional lessons, and a teacher tool kit for introducing difficult topics and how to navigate class discussions. To extend the work, Dr. Ault has met with a focus group of students throughout the year to engage students in the process of developing a safe school for all students.	Cultural Sensitivity Change Group

### Support Services – Multi-Tiered Interventions and Student Learning

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the*

classroom.

Findings	Supporting Evidence
<p>Our Tier 2 MTSS team, which includes administration, counseling, psychologist and the intervention teacher analyze student achievement data and its relation to mental health, attendance and behavior. The Tier 2 team then works to identify the 2-3 students in each grade level with the highest needs and we provide grade level discussion time during PD days to discuss strategies and implement new interventions.</p> <p>This time is critical in getting all staff on the same page in terms of supporting students with the greatest needs.</p>	<p><a href="#">MTSS Tier 2</a></p>
<p>Our SPED department has increased the amount of aides they employ to assist with push-in and pull out services. Our Education Specialists work together at the beginning of the year to create a schedule that will allow the best use of resources and from there, create a push in schedule for the aids to assist specific classes or students. Since we have our ELT (Extended Learning Time) built into our schedule, it allows our Ed Specialists to pull students out without disrupting their classes. Students are also pulled out during Pack Time.</p>	<p>Special Education Students</p>
<p>Western Sierra's EL population has always been below the threshold for reporting purposes. With that being said, we make it a top priority to ensure we engage with each EL student and their family as we work towards reclassification. As noted in our LCAP, we hold SSTs with each EL student and their family to discuss progress and set goals for checkpoints to ensure we are not only supporting the student but providing specific interventions to move each student towards reclassification.</p>	<p>EL Students</p>
<p>The very nature of our school supports our highest achieving students through AP for all, extension and enrichment opportunities and personalized academic planning. Because we are small, we are able to be nimble in our approach to supporting students in reaching their academic goals so that they are prepared for the college/career of their choice.</p>	<p>High Achieving Students</p>

### Equitable Support to Enable All Students Access to a Rigorous Curriculum

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
Our counseling staff is built in a way that they are able to personally meet with each student to plan their schedule every year they attend Western Sierra. This allows students to have someone to ask their graduation questions and get feedback on their progress towards graduation. This also allows for personal connections with students.	Counseling staff
We have AP for all, which means all students take the AP level of English and History when they reach the appropriate level, as well as additional AP offerings with a total of 13 classes available to all students. We believe that all students can learn at high levels and follow College Board's mission of equal access for all students.	<a href="#">AP for all</a>
We also offer Sierra College Dual Enrollment, which allows students to take a college level class on our campus. A handful of teachers with masters degrees have applied and work with Sierra College to offer our students a course through them. Students do not have to pay for the class, nor do they have to go to the Sierra College campus. This has given many students the ability to gather college and high school credits at the same time.	Sierra College Dual Enrollment

### Co-Curricular Activities

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
We have many sports on campus that students can participate in, such as football, volleyball, basketball, soccer, cross country, baseball, softball and more. Our	<a href="#">Sports</a>

<p>Athletic Director, Zach Logue, does a great job balancing our small campus, limited facility space, and working with outside agencies to secure field use. He makes sure that all people that need to use the gym are able to do so in a timely manner. His organization of all sports on campus allow our VAPA and clubs to have equal opportunity to access facilities. Many of our sports teams have had the opportunity to attend competitions, camps and tournaments and hold several league titles. Our cheer and dance teams are competition winners and put on camps for the youth in our community. Choir and band also compete across the state winning accolades.</p> <p>Students have the ability to join AcaDeca, which teaches them teamwork, study and presentational skills. Our team travels and competes with other schools and was the Placer County winner in 2018. In addition, we have many clubs that compete and volunteer in the community: Coding Club, Science Olympiad, National Honor Society, and Hero Club to name a few.</p> <p>Our theater department puts on one play and musical every year. As the department continues to grow, we see more and more students interested in participating and learning these skills.</p> <p>Students have the opportunity to run for ASB (student leadership) on campus. This group plans and executes dances, rallies, spirit Fridays, community service, fundraisers and more. The students have a chance to take charge and lead their peers in many projects, large and small, to make our school a better place.</p> <p>The Principal's Student Forum is another avenue for students to show their leadership skills as one representative is selected from every Pack Time to meet weekly with the Principal to discuss a range of topics with the purpose of working collaboratively to create a safe, engaging school climate.</p>	<p><a href="#">Clubs</a></p> <p><a href="#">Plays and musicals</a></p> <p><a href="#">ASB</a></p> <p><a href="#">Principal's Student Forum</a></p>
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## ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths



## and Growth Needs

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified critical learner needs)**

We have admin and counselors meeting with feeder campuses and potential parents to explain the expectations of our academic culture. This ensures students and parents come in with accurate expectations and understandings of the school. Admin looks through and interprets SWIS data to see how we can support positive student behavior. Admin is able to target behaviors and see what does and what does not work to effectively help students. Although our expulsions have increased this year, they were very clear cut expulsions and there was no gray area as to whether they were deserved or not. These expulsions help campus culture by showing students that certain behaviors will result in expulsion. This allows students to feel safe on campus and know that they can confidently go to a staff member with concerning information and it will be acted upon. This past year has seen an increase of expulsions, but has also seen an increase of students bringing information to adults on campus. Students feel a clear culture of trust with the staff; they feel safe on campus and know the staff are approachable. Students are seeing the consequences to bad actions and want to let staff know. Key players such as admin, front desk, custodians and our hall monitor are consistent and students feel safe. Due to all the staff on campus, we are able to take care of issues quickly. This year, we were provided a list of SED students specific to each teacher which has been super helpful. These lists allow us to be proactive in providing resources and being more conscientious about students needs.

This year we have seen our number of 504s double. This is due to Carol doing her job well and the addition of a Sports Medicine Teacher and class. Through this combination, we are able to detect and treat more concussions. This increase is not an actual change but an increase of awareness. It can be seen as a strength that we have identified and created plans with accommodations to help students. This increase of SPED students might be the reason why the SPED numbers for suspension is higher as well. As more students are diagnosed, the numbers of SPED students increase, which increases the possibility of there being more SPED students suspended. In working on reducing the discipline with SED and SPED students, we need to be aware that these are frustrated groups. These groups of students are more likely to have a behavior issue due to having issues in other areas such as academics or home life. Our school is small, we will continue to see differing percentages due to small numbers year to year. There are some areas of the school which are safety concerns due to the way the building is. The stairway gets very congested when students are going to class, and certain hallways are impossible to walk through. We need to improve the movement of traffic during passing periods and breaks. This can decrease the possibilities of issues arising. One way to decrease the number of SPED/SEL student suspensions is rewarding them for positive

behaviors. For the Quarter Awards, we need to work on a list of students who have never received an award and work on ways to recognize these students. It is important to recognize all students, and not just the top or low. We also need to ask ourselves the question: how else can we celebrate student achievement? It would be beneficial to look into ways we can celebrate many students more often - not just at the quarter awards. Another thing we need to work on is mindful distribution of students in classes. Since our ed specialists work with admin to place students in groups to assist with the aid push in, this creates clusters of students who may be more difficult or demanding in one class. This creates an uneven distribution of students between classes and teachers. It would also be beneficial for teachers to give input as to certain students who should or should not be placed in the same class.

**Prioritize the strengths and areas for growth for Category E.**

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

- Meeting with feeder campuses and potential parents to explain expectations of our academic culture.
- SWIS data - looking through and interpreting data to see how we can support positive student behavior; proactive in providing resources
- Culture of trust: more students telling teachers what is happening on campus than in past
- Key players (admin, front desk, Hall Monitor) are consistent and students feel safe and able to take care of issues quickly

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

- A Director of Growth and Community Engagement was hired to look specifically at school culture, community outreach and building business partnerships, but the work is in the beginning stages. Our school can also improve our outreach to EL and SED parents.
- Many teachers and students have requested a health and sex ed class where students can learn about sexual health, mental health, and how drugs and alcohol affect their bodies. We will be implementing curriculum in grades 7 and 9 in the 2019-2020 school year.
- Although we do have some cultural celebrations, we need to improve the heritage and ethnicity celebrations on campus. Some ways to do this might be celebrating Black History month or Hispanic Heritage month. These would allow students who represent those ethnicities to see themselves represented around the campus. This would also allow students who are not part of the ethnicity to learn about a group of people different than themselves outside of the classroom setting..
- For the Quarter Awards, we need to work on a list of students who have never received an award and work on ways to recognize these students. It is important to recognize all students.
- Continued evaluation of how best to support teachers in their efforts to meet the

academic, behavioral and social emotional needs clusters of SPED students in their courses.

## Prioritized Areas of Growth Needs from Categories A through E

After a series of meetings that focused on Chapter II data and Chapter III Self-Study Findings the WSCA community looked at each focus groups' strengths and areas for growth.

### Focus Group A

#### Areas of Strength

1. Clear and strategic alignment of our Strategic Plan, LCAP and WASC Action Plans
2. Stakeholder involvement is a strength as we seek both input and voting opportunities on a regular basis to ensure all parties understand the rationale for decision making and feel as if their input is valued
3. High standards and support mechanisms for all students being college/career ready
4. Teacher evaluation and support systems have been solidified with the Danielson Framework rubrics and processes

#### Areas of Growth

1. Identifying authentic parent involvement at the high school level and capturing the data of how parents are contributing both time and money beyond the Annual Giving Campaign.
2. Solidifying our curriculum adoption process by creating and adopting Board policy.

**Focus Group B**

**Areas of Strength**

1. With workshop and tutorial options available, students who are struggling are able to get the necessary help they need to meet the standards.
2. Our staff has streamlined essential standards, learning targets and common assessments in order to make our curriculum both challenging and accessible.
3. We frequently use current data of student performance to refine our curriculum and implement necessary interventions and extension opportunities.
4. Our college and career center offers our students multiple opportunities to hear from different colleges all across the country as well as attend seminars that will guide them through various concepts such as applying to college, applying for scholarships, filling out the FAFSA, job skills, and resume building.
5. Our staff collaborates within departments and across departments to create relevant and rigorous curriculum and opportunities for applying that knowledge.

**Areas of Growth**

1. Growth in intervention for students who are earning a C and ought to be challenged more. In future years we would like to offer options so students can continue to grow academically and socially by offering opportunities to build financial literacy, nutrition, and other necessary life skills to help students manage the world after high school.
2. Work with our college and career center to expand more opportunities for students to benefit from guest speakers regarding vocational training in fields like culinary arts, auto mechanics, computer technicians, etc. We need to continue to offer job fairs and opportunities for our students to work with members of the community in order to have a better understanding of what life after high school can look like.
3. Refine our social emotional curriculum that we are implementing in Pack Times to better support our students' emotional needs and to foster stronger mentoring relationships between our staff and students.
4. Work with our feeder schools to close gaps in learning before students start their 9th grade year so we see greater success with our students in their freshman year.



## Focus Group C

### Areas of Strength

1. Test results indicate that overall, our instructional model is successful and most students are doing well, with some subgroups performing well above average.
2. The new ELT structure has created an opportunity for more equitable and timely instructional intervention for all students. Extra support for SPED and SED students can be provided during this time, as well.
3. Learning materials are organized and provided on multiple platforms, and students can access them remotely with their school provided Chromebooks.
4. Teachers are well-versed in a variety of instructional strategies to help all students access content and intervene intentionally and successfully with students needing further support.

### Areas of Growth

1. While scores have gone up, we are still seeing lower levels of proficiency with our SPED and SED students.
2. While mathematics scores are moving upward, there is still work to be done. Math is continuing its data analysis and transition to CPM curriculum. The instructional focus is on procedural thinking.
3. The ELT structure has increased the ability for teachers to implement instructional intervention, however, there is still a need in some courses for more timely feedback and intervention.
4. There is benefit that can be gained from looking into further resources for our SED students: accessibility to materials, tutors, social-emotional support, etc. (as needed)

**Focus Group D**

**Areas of Strength**

1. Hispanic students are showing growth on both math and English, as are our two or more races category.
2. PSAT data show above average achievement, and is even stronger than CAASPP data.
3. Our SPED and Hispanic subgroups are increasing in academic data. These are the two categories we have been examining as a school for the last two years. They are still below standard though, so we still have further to go.

**Areas of Growth**

1. We are working on closing the achievement gap for SPED students.
2. We are working on focusing on SED and how to identify those students without breaking confidentiality.
3. Math continues to be a focus area.
4. Increased suspensions over the past two years, so a focus on alternative means to suspension.

**Focus Group E**

**Areas of Strength**

1. Meeting with feeder campuses and potential parents to explain expectations of our academic culture.
2. SWIS data - looking through and interpreting data to see how we can support positive student behavior; proactive in providing resources
3. Culture of trust: more students telling teachers what is happening on campus than in the past
4. Key players (admin, front desk, Hall Monitor) are consistent and students feel safe and able to take care of issues quickly

**Areas of Growth**

1. A Director of Growth and Community Engagement was hired to look specifically at school culture, community outreach and building business partnerships, but the work is in the beginning stages. Our School can also improve our outreach to EL and SED parents.
2. Many teachers and students have requested a health and sex ed class where students can learn about sexual health, mental health, and how drugs and alcohol affect their bodies. We will be implementing curriculum in grades 7 and 9 in the 2019-2020 school year.
3. Although we do have some cultural celebrations, we need to improve the heritage and ethnicity celebrations on campus. Some ways to do this might be celebrating Black History month or Hispanic Heritage month. These would allow students who represent those ethnicities to see themselves represented around the campus. This would also allow students who are not part of the ethnicity to learn about a group of people different than themselves outside of the classroom setting.
4. For the Quarter Awards, we need to work on a list of students who have never received an award and work on ways to recognize these students. It is important to recognize all students.
5. Continued evaluation of how best to support teachers in their efforts to meet the academic, behavioral and social emotional needs of clusters of SPED students in their courses.

## **Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs**

Our strengths highlight the strong community that Western Sierra has created within the staff, student, parent, and larger communities. Collaboration and a continual cycle of improvement are key features of our work that strengthen the school at all levels. This is evident through planning and SMART goal meetings that inform instruction and intervention, staff meetings and professional development that inform school expectations and culture, and stakeholder, leadership, and administration meetings that analyze the data that informs key district and schoolwide decisions. In the compiling of the WASC report it was clearly found that this collaboration improves the school climate, curriculum development, assessments and decision making processes.

Repeatedly students, staff, families, and community members cite their strong sense of connection to one another as a crucial part of their successful experience at WSCA. The collaboration results in many structures that support student success. Some examples include increased support for social-emotional learning, Extended Learning Time workshops, tutorials, and enrichments, essential standard work and standards-based mastery model, and co-teaching and inclusion of all in our rigorous AP curriculum. Not only has the staff implemented new programs, but we continue to look at the effectiveness of existing programs and ways to improve our teaching practice.

We are dedicated to student achievement for all students and we are aware that we have work to do to ensure the continued support of all groups at Western Sierra. We still need to work on supports for SED and SPED students who struggle to meet academic and behavioral standards. While we have put supports in place for these students and seen growth, we still see some that are behind, and we need to explore further methods and proactive interventions. Additionally, math, while showing continual growth, is often a stumbling block for many students, so we need to continue to focus our energy to provide the necessary instruction to help students succeed in this critical learning area. Finally, many students comment on their personal struggles with stress, whether at home or from school expectations, which inhibits their ability to be successful. As a school, we need to continue to find ways to create a more supportive environment where all students can succeed.

After hours of reviewing the WASC report, the school has determined the following **critical learner needs**:

- The gap between the performance of all students compared to Special Education and Socioeconomically Disadvantaged students.
- Students perform lower on Math compared to ELA on standardized tests.
- Suspension rate increased and is disproportionate for Special Education and Socioeconomically Disadvantaged students.
- Mental health support for students as they manage the rigorous course load of our school.



**Chapter V: [Schoolwide Action Plan](#)**

## Appendices:

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [Student Survey 2019](#)
- C. [Parent Survey 2019](#)
- D. [California Healthy Kids Survey](#)
- E. [Master Schedule](#)
- F. [Approved AP course list](#)
- G. [Western Sierra UC a-g approved course list 2019-20](#)
- H. [Parent/Student Handbook](#)
- I. [California School Dashboard performance indicators](#)
- J. [School accountability report card \(SARC\)](#)
- K. [CBEDS school information form](#)
- L. [Western Sierra Graduation requirements](#)
- M. Any pertinent additional data (or having on exhibit during the visit)?
  - a. [Staff Survey 2019](#)
  - b. [WSAC National Student Clearinghouse Aggregate Report](#)
- N. [RAFOS 2018-19 Second Interim Budget](#)
- O. [Glossary of terms unique to the school](#)

**Item H**

From: **Western Sierra Collegiate Academy** <[noreply@rocklinacademy.org](mailto:noreply@rocklinacademy.org)>

Date: Thu, Oct 10, 2019 at 4:09 PM

Subject: AP Fee Reduction

To: <[twomeldorf@rocklinacademy.org](mailto:twomeldorf@rocklinacademy.org)>

Dear Parents and Students,

We wanted to make sure you were aware that College Board has changed their AP ordering deadlines to the fall. According to our records, you/your student has not registered for an AP exam. We want to ensure that all students have the opportunity to take exams and that finances are not a prohibitive factor. Any student that is on free or reduced lunch or who may have financial challenges that make paying for AP exams a financial hardship may qualify for a fee reduction.

For students that qualify for free or reduced lunch, the **AP exam cost is reduced to \$20** per exam. The deadline for ordering has also been changed to November 5th with no late fee being added. The final deadline for ordering with a \$10 late fee will be Friday, November 8th. Attached is the Fee Reduction Application as well as a Sharing of Information Form that must also be completed. Forms and payment can be turned in to Mrs. Womeldorf. If you have any questions, please contact her at [twomeldorf@rafos.org](mailto:twomeldorf@rafos.org).

[AP Fee Reduction Application 2019.pdf](#)

[2019-20 Sharing Info FNRL.pdf](#)

-Western Sierra Administration

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Rocklin Academy would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Rocklin Academy directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

Hello AP \*BLANK\* families,

November 5th is the last day to register for the exam before prices go up. To order the exam please use this link. If you are looking for other exams, [here's a link for that too!](#) If you receive free or reduced lunch or you have extenuating circumstances that make paying for exams a financial hardship please fill out the attached form and submit it to Student Services.

Helpful links for teachers:

Find your test and link above

[https://westernsierra.myschoolcentral.com/asbworks/\(S\(wqa1k0y2vizatbvpmlpuxagg\)\)/apps/webstore/pages/WebStore.aspx?org=9488](https://westernsierra.myschoolcentral.com/asbworks/(S(wqa1k0y2vizatbvpmlpuxagg))/apps/webstore/pages/WebStore.aspx?org=9488)

Fee Reduction Letter: Download and attach

<https://drive.google.com/file/d/1oKduGBfgeX4OcJAYtYcaID12gI3gRUKu/view>

Counseling Info on AP Exams:

[https://www.wscacademy.org/apps/pages/index.jsp?uREC\\_ID=796870&type=d&pREC\\_ID=1772106](https://www.wscacademy.org/apps/pages/index.jsp?uREC_ID=796870&type=d&pREC_ID=1772106)



**Item I**

## Graduation Requirements

SUBJECT AREA UC a-g Subject Areas	WSCA Courses necessary to meet graduation requirements	Credits
<b>Social Science</b> <b>a</b>	<u>3 years</u> <ul style="list-style-type: none"> <li>• World Geography</li> <li>• AP World History</li> <li>• AP US History</li> </ul>	30 Credits
<b>English</b> <b>b</b>	<u>4 years</u> <ul style="list-style-type: none"> <li>• English 9</li> <li>• English 10</li> <li>• AP English Literature</li> <li>• AP English Language</li> </ul>	40 Credits
<b>Mathematics</b> <b>c</b>	<u>3 years</u> <ul style="list-style-type: none"> <li>• Integrated 1</li> <li>• Integrated 2</li> <li>• Algebra 2 <b>or</b> Integrated 3/PreCalculus</li> </ul>	30 Credits
<b>Laboratory Science</b> <b>d</b>	<u>3 years</u> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> </ul>	30 Credits
<b>World Language</b> <b>e</b>	<u>Completion of 2<sup>nd</sup> Level</u> <ul style="list-style-type: none"> <li>• Spanish I or Mandarin I</li> <li>• Spanish II or Mandarin II</li> </ul>	20 Credits
<b>Fine Arts</b> <b>f</b>	<u>2 years</u>	20 Credits
<b>Electives</b> <b>g</b>	<u>5 year-long courses</u>	50 Credits
<b>Senior Year</b>	6 courses or equivalent	
		<b>220 Credits</b>
<b>Community Service</b>	60 Hours	Goal: 15 hrs/year

**Item J**

Student: XXXXX

Assessment: GW1 20 Mid-Module 4 Assessment

Test Date: 11/7/2018

Teacher: XXXX

83.33%

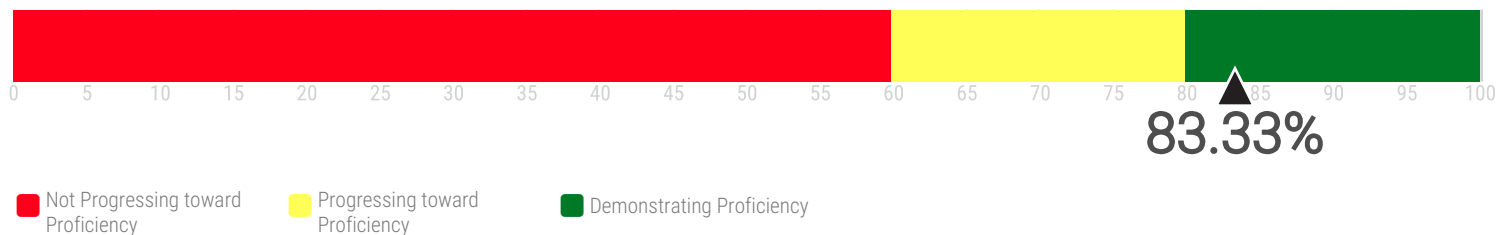
15 out of 18 points

Demonstrating Proficiency

### Dear Parent or Guardian:

This report communicates how XXXX performed on **GW1 20 Mid-Module 4 Assessment**. This assessment was administered to measure XXXXs progress in mastering grade/course-appropriate state content standards.

Overall, XXXX performed at a **Demonstrating Proficiency** proficiency level.



### Below are standards for which XXXX DID show mastery on this assessment.

Description of standard for which student demonstrated mastery	# Correct	% Correct
Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. [CCSS.MA.1.1.NBT.4]	3 / 3	100%
Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. [CCSS.MA.1.1.NBT.5]	3 / 3	100%
Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. [CCSS.MA.1.1.NBT.6]	3 / 3	100%

### Below are standards for which XXXX DID NOT show mastery on this assessment.

Description of standard for which student did not demonstrate mastery	# Correct	% Correct
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $.$ [CCSS.MA.1.1.NBT.3]	9 / 12	75%

This section shows how XXXX scored on the following rubric questions:

Question:	1	2	3	4	5	6
Score:	3	2	1	3	3	3
Max:	3.0	3.0	3.0	3.0	3.0	3.0



Name \_\_\_\_\_

Your child recently completed an assessment for Mathematics K.CC.1: *Count to 100 by ones and by tens.*

Per Trimester 1 Benchmark of counting to 20, your child is currently counting by ones to: \_\_\_\_\_

**Your child is currently:**

**1: intensive** - *will continue to need a lot of support - but we won't give up!*

**2: strategic** - *will need additional support - let's keep working!*

**3: proficient** - *has met the grade level standard - let's celebrate!*

**Here are some concepts that you can review to support these standards.**

- Count Everything!: Count steps, stairs, cars, houses, toys...anything you see
- Youtube videos counting to 100: Jack Hartman is a great resource
- Read Books: Curious George Learns to Count from 1 to 100 and Cheerios Count to 100
- Create a 100 chart

Name \_\_\_\_\_

Your child recently completed an assessment for Mathematics K.CC.1: *Count to 100 by ones and by tens.*

Per Trimester 1 Benchmark of counting to 20, your child is currently counting by ones to: \_\_\_\_\_

**Your child is currently:**

**1: intensive** - *will continue to need a lot of support - but we won't give up!*

**2: strategic** - *will need additional support - let's keep working!*

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**Here are some concepts that you can review to support these standards.**

- Count Everything!: Count steps, stairs, cars, houses, toys...anything you see
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- Read Books: Curious George Learns to Count from 1 to 100 and Cheerios Count to 100
- Create a 100 chart

**Item K**

# Identifying Essential Standards

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Rate your understanding of the **purpose** of essential standards.  
Answer with a \_\_\_\_\_ sticker.

# Introductions

- Name, position
- A hope related to essential standards
- A fear related to essential standards

# How we'll work

- Scheduled break at \_\_\_\_\_
- Break as you need
- Cell phone and email?
- Begin and end on time
- Posters
  - Parking Lot
  - Resource Links
  - Strategy Tracker



# NORMS

- Pausing
- Paraphrasing
- Putting inquiry at the center
- Probing for specificity
- Placing ideas on the table and pulling them off
- Paying attention to self and others
- Presuming positive intentions

## **Personal Heat Map**

- Review the brief descriptions of the norms.
- Rate yourself on the heatmap.
- Think about a norm that you want to focus on today to improve our collaborative work.
- Set a personal goal related to this work

# Today's Focus

- Understand and be able to articulate **why** the development of essential standards is a powerful practice.
- Identify essential standards for your grade level.
- Strengthen and grow the RAFOS teacher community.

# Four Key Questions of a Professional Learning Community:

1. What do we expect students to learn?
2. How do we know they are learning it?
3. How do we respond when they do not learn?
4. How do we respond when they have already learned?

**To what extent are essential standards vital for  
our PLC work?**

Record your thoughts on your Before & After worksheet

# Why are essential standards powerful?

Mike Mattos

What sticks with you?

# Let's Define Essential Standards

- Independently, identify keywords from the posters - 4 minutes
- With your partner, use your keyword list to create a 'match book' (8-12 word) definition of essential standards - 5 minutes
- Write your 'matchbook' definition on the google doc.
- Where do our ideas overlap? Let's write a common definition - 5 minutes



## Essential (Priority) Standards defined...

Priority standards are a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course. (Ainsworth, Rigorous Curriculum Design, 2010)

## Essential Standards Defined

Standards that you are guaranteeing ALL students will know and be able to do at the end of the school year.

These are the standards you will write your common formative assessments around. You will provide "time and support" for students who haven't mastered them and extension for those who already have.

Essential Standards  
defined

Essential Standards  
do not represent all  
that you are going to teach.

They represent the  
minimum a student  
must learn to reach  
high levels of learning.

# What would you look for when identifying essential standards?

Out & Back in 5 minutes

- Think about it - 1 minute
- Walk & Talk with a partner - Out (2 min), Back (2 min)
- Chalk Talk
- Take 10

# Essential Standards Criteria

1. Endurance
2. Leverage
3. Readiness for the next level of learning



# Endurance

**Knowledge and skills of value beyond a single test date.**

Example:

Use ratio and rate reasoning to solve real-world and mathematical problems  
(6.RP.3)

# Leverage

**Knowledge and skills of value in multiple disciplines.**

Example:

Construct a function to model a linear relationship between two quantities.  
(8.F.4)

# Readiness for the Next Level of Learning

**Knowledge and skills that are necessary for success in the next grade level or in the next level of instruction.**

Example:

Recognize and represent proportional relationships between quantities.  
(7.RP.2)

# Today's Focus

- Understand and be able to articulate **why** the development of essential standards is a powerful practice.
  - Looked at others' essential standards practices
  - Developed a shared definition of essential standards
  - Developed shared criteria for identifying essential standards
- Identify essential standards for your grade level.
- Strengthen and grow the RAFOS teacher community.

# Process

1. Read each standard.
2. Discuss with grade level team.
3. With partner, identify essential standards.
4. Give feedback to other grade levels.
5. Discuss feedback and revise.
6. Align prerequisite/subsequent standards.



# NORMS

- Pausing
- Paraphrasing
- Putting inquiry at the center
- Probing for specificity
- Placing ideas on the table and pulling them off
- Paying attention to self and others
- Presuming positive intentions



**REVISIT  
YOUR  
HEAT MAP**

# Process

1. **On your own**, read each standard. As you read, annotate where you see standards showing (E) endurance, (L) leverage, or (R) readiness or (★) all criteria. (15 minutes)

**E**

Endurance - Knowledge and skills of value beyond a single test date.

**L**

Leverage - Knowledge and skills of value in multiple disciplines.

**R**

Readiness - Knowledge and skills that are necessary for success in the next grade level or in the next level of instruction.

# Process

1. **On your own**, read each standard. As you read, annotate where you see standards showing (E) endurance, (L) leverage, or (R) readiness or (★) all criteria. (15 minutes)
2. **Table Talk**: With your grade level team, share and discuss your annotations. Build consensus around which standards should be considered essential. (15 minutes)



Endurance - Knowledge and skills of value beyond a single test date.



Leverage - Knowledge and skills of value in multiple disciplines.



Readiness - Knowledge and skills that are necessary for success in the next grade level or in the next level of instruction.

# Process

1. **On your own**, read each standard. As you read, annotate where you see standards showing (E) endurance, (L) leverage, or (R) readiness or (★) all criteria. (15 minutes)
2. **Table Talk**: With your grade level team, share and discuss your annotations. Build consensus around which standards should be considered essential. (15 minutes)
3. Note agreed upon essential standards on the 3-5 table.
4. Read other teams' essential standards. Add feedback - notices, wonders (5 minutes)
5. Discuss feedback with grade band team. Revise as necessary. (15 minutes)
6. Align prerequisite/subsequent standards. (5 minutes)

# Next Steps for Tomorrow

- Continue process for remaining domains
- Gots?
- Needs?



# Identifying Essential Standards

## DAY 2

—

# Welcome Back

1. Review Gots & Needs
2. While engaging in essential standard work, what things might you be doing to be resourceful, receptive, and generative? (3 minutes)
3. Set a goal for the day to share with the group.

# How we'll work

- Scheduled break at \_\_\_\_\_
- Break as you need
- Cell phone and email?
- Begin and end on time
- How to “Close the Discussion”
  - Goal: Efficiency, Consistency, Clarity
    - Vote to continue
    - Everyone makes one more point
    - Predetermined time limit & executive decision maker
  - ✳ Use the parking lot

# NORMS

- Pausing
- Paraphrasing
- Putting inquiry at the center
- Probing for specificity
- Placing ideas on the table and pulling them off
- Paying attention to self and others
- Presuming positive intentions



**REVISIT  
YOUR  
HEAT MAP**

# Essential Standards Criteria

1. Endurance
2. Leverage
3. Readiness for the next level of learning



# Process

1. **On your own**, unpack each standard. As you read, annotate where you see standards showing (E) endurance, (L) leverage, or (R) readiness or (★) all criteria. (15 minutes)
2. **Table Talk**: With your grade level team, share and discuss your annotations. Build consensus around which standards should be considered essential. (15 minutes)
3. Note agreed upon essential standards on the 3-5 table.
4. Read other teams' essential standards. Add feedback - notices, wonders (5 minutes)
5. Discuss feedback with grade band team. Revise as necessary. (15 minutes)
6. Align prerequisite/subsequent standards. (5 minutes)

# Process

1. **On your own**, read each standard. As you read, annotate where you see standards showing (E) endurance, (L) leverage, or (R) readiness or (★) all criteria. (15 minutes)

**E**

Endurance - Knowledge and skills of value beyond a single test date.

**L**

Leverage - Knowledge and skills of value in multiple disciplines.

**R**

Readiness - Knowledge and skills that are necessary for success in the next grade level or in the next level of instruction.

# Process

1. **On your own**, read each standard. As you read, annotate where you see standards showing (E) endurance, (L) leverage, or (R) readiness or (★) all criteria. (15 minutes)
2. **Table Talk**: With your grade level team, share and discuss your annotations. Build consensus around which standards should be considered essential. (15 minutes)



Endurance - Knowledge and skills of value beyond a single test date.



Leverage - Knowledge and skills of value in multiple disciplines.



Readiness - Knowledge and skills that are necessary for success in the next grade level or in the next level of instruction.

# Process

1. **On your own**, read each standard. As you read, annotate where you see standards showing (E) endurance, (L) leverage, or (R) readiness or (★) all criteria. (15 minutes)
2. **Table Talk**: With your grade level team, share and discuss your annotations. Build consensus around which standards should be considered essential. (15 minutes)
3. Note agreed upon essential standards on the 3-5 table.
4. Read other teams' essential standards. Add feedback - notices, wonders (5 minutes)
5. Discuss feedback with grade band team. Revise as necessary. (15 minutes)
6. Align prerequisite/subsequent standards. (5 minutes)

Rate your understanding of  
the **purpose** of essential  
standards.

Answer with a \_\_\_\_\_  
sticker.



# Final Reflection

**To what extent are essential standards vital for  
our PLC work?**

Record your thoughts on your Before & After worksheet

## Feedback Questions:

*Please answer the following to provide feedback for future Essential Standards work.*

1. What part of this process was most meaningful for you?
2. What part of this process would you have changed?

# Golden Nuggets!

Give one, Get one



**Item L**

# Essential Standard Protocols

## Identify Exemplar Rigor

1. Read the entire standard. Be sure to note substandards and be clear about which substandards are included in the identified essential standard.
2. Dissect multiple reliable resources to find evidence of what the standard looks like and sounds like.

Math	ELA
<ul style="list-style-type: none"><li>• <a href="#">Mathematics Frameworks</a></li><li>• <a href="#">Coherence Map</a></li><li>• <a href="#">CAASPP Sample Items</a></li><li>• <a href="#">Smarter Balanced Scoring Rubrics</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Smarter Balanced Test Items</a></li><li>• <a href="#">IAB resources</a></li><li>• <a href="#">Digital Library</a></li><li>• <a href="#">Common Core Writing Samples</a></li><li>• <a href="#">Common Core Text Samples</a></li></ul>

3. Find a sample, or multiple, (that includes prompt and students response) that best exemplifies what the standard looks like and sounds like.
4. Create an editable version of the exemplar. You can do this using a pdf writer, by cutting and pasting into google docs, or any other strategy that suits you.
5. Add a title. Standard Abbreviation - Document name  
eg: 6.RP.3 - Exemplar
6. Write the standard in student/parent friendly language.
7. Include the complete language of the standard.
8. Modify the work sample(s) as needed to develop it into an exemplar rigor for the standard.
9. Add notes to the exemplar to communicate the rationale. Ensure that readers would be able to answer the following:
  - a. Why does this assessment format/questioning/or task allow students to demonstrate proficiency of this standard?
  - b. How does the student response specifically illustrate what proficiency looks like and sounds like

# Essential Standard Protocols

## **Identify Learning Targets**

1. Reference your exemplar and this [Learning Target Guide](#) to help break down the demands of the standard into individual learning targets.
2. Carefully consider prior knowledge associated with achieving the learning. Be sure to write a learning target for these as well.
3. Create a document.
4. Add a title. Standard Abbreviation - Document name  
eg: 6.RP.3 - Exemplar
5. Write the standard in student/parent friendly language.
6. Include the complete language of the standard.
7. Use your notes from the learning target guide to help you write complete sentences or “I can” statements that clearly communicate each individual learning target.
8. Reference the [Standards of Mathematical Practice](#) to consider how practices can be integrated into learning targets.

## **Create a Rubric**

1. Make a copy of the [template](#).
2. Add a title. Standard Abbreviation - Document name  
eg: 6.RP.3 - Exemplar
3. Write the standard in student/parent friendly language.
4. Include the complete language of the standard.
5. Type an abbreviated version of each learning target in the first column, creating additional rows as needed.
6. Write a description to capture each learning target in the “Meeting Standard” column.
  - Embed samples from the Exemplar if needed.
7. Think through each learning target and consider what the previous step in learning would look like.
  - The numbers of columns can vary by standard and by learning target.
  - This [word bank](#) may help you describe different levels.
  - Consider adjusting the context in which the learning will occur to help describe early levels on the rubric
8. Think through each learning target and consider what a step beyond “meeting the standard” would look like
  - Your “exceeding standard” does not need to represent the next grade level expectations.
9. *If your rubric helps to define “what” students should learn, you should be able to use it to effectively measure and identify your exemplar as proficient.*
  - Individually evaluate the exemplar.



# Essential Standard Protocols

## **Create an Assessment**

1. Evaluate & revise current assessments, or create a new one using [this document](#) to guide you.

**Item M**



## Initial Identification Flow Chart

The Home Language Survey (HLS) is completed for all new students who will be attending a public school for the first time or who are new to California

Primary language other than English is indicated on the HLS:  
Questions 1-3 of the HLS  
*or*  
there is reasonable doubt

Student is temporarily identified with an English Language Acquisition Status of TBD in CALPADS until English Language Proficiency Assessment (ELPAC) results are available

Parent(s)/Guardian(s) are notified that their child(ren) will be administered the Initial English Language Proficiency Assessment (ELPAC)

Student's English proficiency is assessed within 30 calendar days of enrollment to determine the student's level of proficiency

Initial ELPAC Student Score Report indicates  
Initial Fluent English Proficient (IFEP)  
*or*  
English Learner (EL)

Parent(s)/Guardian(s) are notified within 30 calendar days of enrollment of the English Language Proficiency Assessment (ELPAC) results, program placement, and reclassification criteria

English is indicated for all 4 questions  
*or*  
Primary language other than English is indicated on the HLS  
Question 4 ONLY

Student is identified as  
English Only  
(EO)

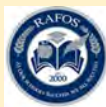
**Mainstream Program**

Student is identified as  
Initial Fluent English Proficient  
(IFEP)  
Status in CALPADS is changed to IFEP

Student is identified as an  
English Learner  
(EL)  
Status in CALPADS is changed to EL

EL students receive daily integrated and designated English Language Development (ELD) instruction by a qualified teacher. EL students are administered the Summative ELPAC each spring to show progress toward proficiency until they meet reclassification criteria

**Item N**



## ENGLISH LANGUAGE DEVELOPMENT STANDARDS & RESOURCES

CA ELD Standards		e-standards	ELD & ELA Correspondence Matrix
<p>The English Language Development (ELD) standards help guide curriculum, instruction, and assessment for English learners who are developing the English language skills needed to engage successfully with state subject-matter standards for college- and career-readiness. The new California ELD standards were adopted in November 2012 and are aligned with the Common Core State Standards.</p> <p>The e-standards were created by the Sacramento Office of Education are simply an electronic version of the standards rather than PDFs and also provide the Correspondence with ELA &amp; Literacy as well as Text and Discourse in Context descriptions. There is an app for e-standards for phones and Ipads too!</p>			<p>The Correspondence Matrices provide a visual map of the correspondences and interconnected nature between the English Language Development Standards (communicative modes and language processes) and English Language Arts Standards for each strand and grade level (K-12).</p>
TK/K	<a href="#">Kindergarten ELD Standards</a>	<a href="#">e-standards</a> For all Grades	<a href="#">Kindergarten Correspondence Matrix</a>
1st	<a href="#">Grade 1 ELD Standards</a>		<a href="#">Grade 1 Correspondence Matrix</a>
2nd	<a href="#">Grade 2 ELD Standards</a>		<a href="#">Grade 2 Correspondence Matrix</a>
3rd	<a href="#">Grade 3 ELD Standards</a>		<a href="#">Grade 3 Correspondence Matrix</a>
4th	<a href="#">Grade 4 ELD Standards</a>		<a href="#">Grade 4 Correspondence Matrix</a>
5th	<a href="#">Grade 5 ELD Standards</a>		<a href="#">Grade 5 Correspondence Matrix</a>
6th	<a href="#">Grade 6 ELD Standards</a>		<a href="#">Grade 6 Correspondence Matrix</a>
7th	<a href="#">Grade 7 ELD Standards</a>		<a href="#">Grade 7 Correspondence Matrix</a>
8th	<a href="#">Grade 8 ELD Standards</a>		<a href="#">Grade 8 Correspondence Matrix</a>
9th-10th	<a href="#">Grade 9-10 ELD Standards</a>		<a href="#">Grade 9 Correspondence Matrix</a>
			<a href="#">Grade 10 Correspondence Matrix</a>
11th-12th	<a href="#">Grade 11-12 ELD Standards</a>		<a href="#">Grade 11 Correspondence Matrix</a>
			<a href="#">Grade 12 Correspondence Matrix</a>
All Grades	<a href="#">California ELD Standards K-12</a>		
<a href="#">Parent/Guardian Overview of CA ELD Standards:</a> English <a href="#">Parent/Guardian Overview of CA ELD Standards:</a> Spanish		These brochures explain the CA ELD Standards to parents/guardians, providing insights into what students will learn and highlighting progression through the grade levels.	



## ELA/ELD FRAMEWORK

### [ELA/ELD Framework](#)

The ELA/ELD Framework is a groundbreaking document that guides the implementation of two sets of interrelated standards: California's Common Core Standards for English Language Arts/Literacy and California's English Language Development (ELD) Standards. The Framework is designed to address the needs of *all* students, but calls special attention to effective instructional practices and system-wide programs and structures for English learners.

### [Executive Summary](#)

The *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* offers guidance for providing all California students a world-class education in English language arts and in literacy in history/social studies, science, and technical subjects.

## FRAMEWORK SNAPSHOTS & VIGNETTES

The ELA/ELD Framework offers a glimpse into classroom instruction through the use of snapshots and vignettes. Snapshots provide a quick overview of classroom instruction and are short in length. Vignettes provide a closer look at classroom instruction by giving details and summarizing dialogue. The Framework contains various types of snapshots and vignettes, many of which highlight Integrated and Designated ELD.

**Integrated ELD** - All teachers with English learners in their classrooms use the ELD Standards in tandem with the focal Common Core Standards for English-Language Arts and other content standards.

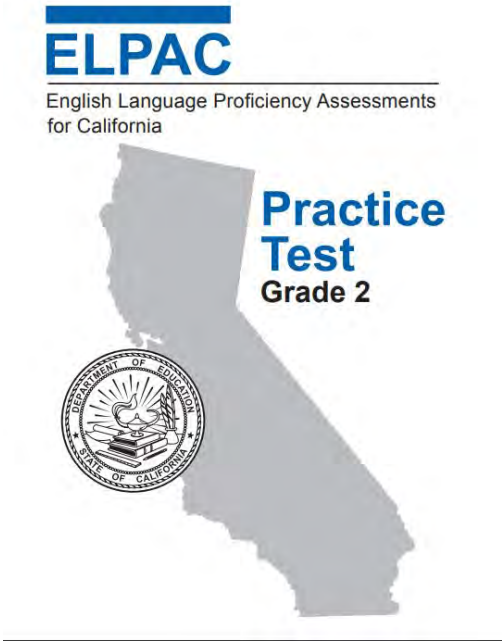
**Designated ELD** - A protected time during the regular school day when teachers use the ELD Standards as the focal standards in ways that build into and from content instruction in order to develop the critical language that English learners need for content learning English.

*Abbreviations I - Integrated ELD; D = Designated ELD; S = Snapshot; V = Vignette*

Grade	D/I	S/V	Title	Chapter	Pages
TK	D	V	<a href="#">Designated ELD Instruction in Transitional Kindergarten: Retelling Using Past Tense Verbs and Expanded Sentences (Three Little Pigs)</a>	3	82-85
K	I	S	<a href="#">Integrated ELA, ELD, Science, and History-Social Science (Civics) in Kindergarten (Litter)</a>	3	112-113
K	D	S	<a href="#">Designated ELD Connected to Science in Kindergarten (Scientific Vocabulary)</a>	3	116-117
K	D	V	<a href="#">Designated ELD Instruction in Kindergarten: General Academic Vocabulary Instruction from Storybooks (Wolf)</a>	3	127-131
1	D	S	<a href="#">Designated ELD Connected to Mathematics in Grade One (Math Understanding)</a>	3	160-161
1	D	S	<a href="#">Designated ELD Connected to ELA/Social Studies (Historical Figures)</a>	3	161-162
1	D	V	<a href="#">Designated ELD Instruction in First Grade: Unpacking Sentences (Bees)</a>	3	170-174

2	I	S	<a href="#">Integrated ELA/ELD/Science/Visual Arts in Grade 2 (Pine Cones)</a>	4	64-66
2	D	S	<a href="#">Designated ELD Connected to Science in Grade Two (Ecosystems)</a>	4	69-70
2	D	S	<a href="#">Designated ELD Connected to History/Social Studies (Biographies)</a>	4	70-71
2	D	S	<a href="#">Designated ELD Connected to Mathematics (Math Language)</a>	4	71-72
2	D	V	<a href="#">Designated ELD Instruction in Grade Two: Discussing “Doing” Verbs in Stories (Author Study)</a>	4	78-82
3	D	S	<a href="#">Designated ELD Connected to ELA in Grade Three (Retelling Stories)</a>	4	113-114
3	D	V	<a href="#">Designated ELD Instruction in Grade Three: Analyzing Complex Sentences in Science Texts (Order of Events)</a>	4	122-125
4	D	S	<a href="#">Designated ELD Connected to ELA in Grade Four (Characters/Short Stories)</a>	5	75-76
4	D	S	<a href="#">Designated ELD Connected to Mathematics in Grade Four (Math Understanding)</a>	5	76-77
4	D	V	<a href="#">Designated ELD Instruction Grade Four: General Academic Vocabulary in Biographies</a>	5	85-88
5	I	S	<a href="#">Integrated ELA/Literacy, ELD, and the Visual Arts in Grade Five (American Gothic)</a>	5	108-109
5	I	S	<a href="#">Integrated ELA/Literacy, ELD, Math, Science, and Visual Arts in Grade Five (Walkway)</a>	5	109-111
5	D	S	<a href="#">Designated ELD Connected to ELA and the Visual Arts in Grade Five (Art from Different Countries)</a>	5	117-119
5	D	V	<a href="#">Designated ELD Instruction in Grade Five: Learning about Cohesion (Ecosystems)</a>	5	127-130
6	D	S	<a href="#">Designated ELD Connected to ELA in Grade Six (Summarize/Analyze)</a>	6	66
6	D	S	<a href="#">Designated ELD Connected to World History in Grade Six (Models of Argument)</a>	6	69-70
6	D	V	<a href="#">Designated ELD Instruction in Grade Six: Using Language Analysis to Deepen Understanding of Complex Text (Making of a Scientist)</a>	6	93-96
7	D	S	<a href="#">Designated ELD Connected to Science in Grade Seven (Vocabulary/Sentence Structure Plate Tectonics)</a>	6	106-107
7	D	S	<a href="#">Designated ELD Connected to Mathematics in Grade Seven (Mathematical Communication)</a>	6	114-115

7	D	V	<a href="#">Designated ELD Instruction in Seventh Grade: Unpacking Arguments: Text Organization and Language for Persuading (Organic Food)</a>	6	125-130
8	D	S	<a href="#">Designated ELD Connected to History/Social Science in Grade Eight (Frederick Douglass)</a>	6	145--148
8	D	V	<a href="#">Designated ELD Instruction in Eighth Grade: Using Persuasive Language to Debate (First Amendment)</a>	6	166-171
10	D	V	<a href="#">Designated ELD Instruction in Grade Ten: Analyzing Texts from World History</a>	7	116-124
11	D	V	<a href="#">Designated ELD Instruction in Grade Eleven: Unpacking Sentences and Nominalization in Complex History Texts</a>	7	164-170

ELPAC Practice Tests	
<a href="#">ELPAC Kindergarten Practice Test</a> <a href="#">ELPAC Grade 1 Practice Test</a> <a href="#">ELPAC Grade 2 Practice Test</a> <a href="#">ELPAC Grades 3-5 Practice Test</a> <a href="#">ELPAC Grades 6-8 Practice Test</a> <a href="#">ELPAC Grades 9-10 Practice Test</a> <a href="#">ELPAC Grades 11-12 Practice Test</a>	 <p>The image shows the cover for the ELPAC Practice Test Grade 2. At the top, the ELPAC logo is displayed in blue, with the text 'English Language Proficiency Assessments for California' underneath. Below this is a large, light gray map of California. To the left of the map is the official seal of the California Department of Education. To the right of the map, the words 'Practice Test' are written in a large, bold, blue font, with 'Grade 2' in a smaller, bold, black font below it.</p>
<a href="#">ELPAC Writing Rubric</a>	

## FRAMEWORK FIGURES

Our state has the largest number of English learners in the country. More than 20 percent of California’s K-12 students are designated as English learners, with over 60 language groups represented. The state recognizes that English learners have a double curricular load: they must become proficient in academic English and they must learn the same rigorous academic content required of all students in California. Because they are learning English as an additional language, they require specialized instructional support to ensure that they simultaneously develop academic English and have full access to a rich curriculum across the disciplines.

The figures in the ELA/ELD Framework referenced below directly address the topic of specialized instructional support for English learners. These resources may be useful for various stakeholders, including teachers, administrators, coaches, school board members, parents, and community members.

Figure Title	Number	Chapter	Pages
<a href="#">Values for Educating English Learners</a>	1.2	Introduction	11
<a href="#">Circles of Implementation of ELA/ Literacy and ELD Instruction</a>	1.2	1	23
<a href="#">Integrated and Designated</a>	1.7	1	31
<a href="#">Three Premises of the CA ELD Standards</a>	1.8	1	32
<a href="#">CA ELD Standards Goal and Critical Principles</a>	1.9	1	34
<a href="#">Critical Principle Statements</a>	1.10	1	35
<a href="#">English Language Proficiency Levels and General Extent of Support</a>	1.11	1	37-38
<a href="#">Structure of the CA ELD Standards</a>	1.12	1	40
<a href="#">Texts and Discourse in Context Snapshot</a>	1.13	1	41
<a href="#">Selected CA ELD Standards—Part 1, Standard 10 (writing)</a>	1.14	1	43-44
<a href="#">Numbering of the CA ELD Standards</a>	1.15	1	45
<a href="#">Many-to-Many Correspondences</a>	1.16	1	46-47
<a href="#">Strategies for Supporting Learners' Engagement with Complex Text</a>	2.1	2	75-76
<a href="#">Categories for Vocabulary</a>	2.13	2	81
<a href="#">Understanding Register</a>	2.14	2	83

<a href="#">Structures for Engaging All Students in Academic Conversations</a>	2.15	2	86-87
<a href="#">Framing Questions for Lesson Planning</a>	2.16	2	98
<a href="#">General Progression in the CA ELD Standards ELD Continuum</a>	2.18	2	105
<a href="#">Three Interrelated Areas of Comprehensive ELD</a>	2.19	2	108
<a href="#">Sentence Unpacking</a>	2.20	2	112
<a href="#">Integrated ELD</a>	2.21	2	114
<a href="#">Sentence Deconstruction Focusing on Structure and Meaning</a>	2.22	2	116
<a href="#">Essential Features of Designated ELD Instruction</a>	2.23	2	117-118
<a href="#">Motivation and Engagement</a>	3.2	3	135-136
<a href="#">Foundational Literacy Skills for ELs in TK through Grade One Span</a>	3.11	3	163-164
<a href="#">Foundational Literacy Skills for ELs Grades Two and Three</a>	4.12	4	314-315
<a href="#">Using the CA ELD Standards in Integrated ELD</a>	4.2	4	334
<a href="#">Foundational Literacy Skills for ELs Grades Four and Five</a>	5.7	5	420-421
<a href="#">Foundational Literacy Skills for ELs Grades Six Through Eight</a>	6.8	6	540-541
<a href="#">Foundational Literacy Skills for ELs Grades Nine Through Twelve</a>	7.15	7	714-715
<a href="#">Language Analysis Framework for Writing</a>	8.7	8	852
<a href="#">Student Annotated Writing Sample Using the CA ELD Standards</a>	8.8	8	854
<a href="#">Grade Seven Collaborative Conversations Observation Notes</a>	8.9	8	857
<a href="#">ELPAC Conceptual Model</a>	8.11	8	867
<a href="#">California Education Code Definition of Long-Term English Learner</a>	9.2	9	890
<a href="#">Instructional Characteristics in Programs for English Learners</a>	9.3	9	892
<a href="#">Poverty and Classroom Engagement: Issues and Classroom Actions</a>	9.4	9	896
<a href="#">Culturally and Linguistically Responsive Teaching</a>	9.11	9	917



<a href="#">New Ways of Talking About Language</a>	9.12	9	919
<a href="#">Strategies for Supporting Learners' Engagement with Complex Text</a>	9.14	9	925-927
<a href="#">Selected Anchor Standards</a>	10.6	10	944
<a href="#">Addressing the Unique Needs of English Learners</a>	11.4	11	982-983
<a href="#">Inventory of Types and uses of Assessments</a>	11.6	11	991
<a href="#">Sample District Wide Plan for Monitoring ELD Progress</a>	11.7	11	992-993
<a href="#">Principles and Guidance for Parent Involvement</a>	11.9	11	998-1000

### **Teaching Channel EL and ELD Resources**

The above link will provide you with access to hundreds of videos, blogs, articles and other tools to help support English learners. This document is an ongoing work and links may become inactive over time. Please email Heather Donovan at [hdonovan@rafos.org](mailto:hdonovan@rafos.org) if you find links that no longer work so they can be removed and/or replaced with updated resources.

# Tab 7



November 20, 2019

Robin Stout  
Rocklin Academy  
2204 Plaza Drive, Suite 200  
Rocklin, CA 95765  
[rstout@rocklinacademy.org](mailto:rstout@rocklinacademy.org)

***Sent via email***

Dear Ms. Stout,

On November 20, 2019, the following charter school(s) submitted an application for admission to the El Dorado Charter SELPA for the 2020-21 school year:

- American River Collegiate Academy

We are in the process of evaluating the applications for membership and will notify you of the outcome in late January when the process is complete. Please contact Kelly Carnahan, [kcarnahan@edcoe.org](mailto:kcarnahan@edcoe.org), if you have any questions or need additional information.

Sincerely,

David M. Toston  
Associate Superintendent

DMT:kc

cc: David Gordon, Sacramento Co. Office of Education, Authorizer  
Matthew Patterson, San Juan Unified, Current/Geographic SELPA  
Kent Kern, San Juan Unified, Authorizer & Administrative Unit

# Tab 8

### **Administration Biographies**

Pursuant to Sacramento County Board of Education ARR 2400 II (C) (3), we, the Rocklin Academy, hereby include the following thorough descriptions of the education, work experience, credential, degrees and certifications of the individuals comprising, or proposed to comprise, the administration of the proposed charter school, including the directors, administrators, and managers.

#### **Superintendent, Robin Stout**

- 20 years in education (previous experience in Natomas Unified School District)
- Bachelor's Degree in Liberal Studies from CSU, Sacramento
- Teaching Credential from CSU, Sacramento
- MS in Education from CSU, Sacramento
- Administrative Services Credential

Robin was Rocklin Academy's first Kindergarten teacher, and has led the organization in implementing innovation over the course of her career at Rocklin Academy, including leading the school to receive the inaugural Shirley Hord Learning Team Award from Learning Forward, implementing Professional Learning Communities, including receiving the first recognition of being a Model PLC from Solution Tree. She has attended ACSA Superintendent's Academy, and ACSA's Special Education Academy, and is currently completing her Doctorate degree.

#### **Director of Finance, Angus "Ace" Ensign**

- 15 plus years in finance and accounting (10 plus years in public schools)
- Bachelor's Degree in Accountancy from CSU, Sacramento
- CPA from the California Board of Accountancy

Ace has been Rocklin Academy's Director of Finance since 2014. He previously worked as an internal auditor and supervisor of accounting for a large traditional public school district in the Sacramento area. Prior to working in education, he worked as a CPA performing audits for all types of entities including school district, government entities, charter schools, non-profit entities, and many others. Ace brings a background of transparency and security and, under his direction, Rocklin Academy has consistently received clean audits and the overall financial position has increased.

#### **Director of Human Resources and Operations, Brigid Perakis**

- 25 plus years in Human Resources
- Bachelor's Degree in Journalism, Public Relations from CSU, Long Beach

Brigid has been with Rocklin Academy since 2011. She is recognized for her depth of knowledge of state and federal labor laws. Her breadth and scope of experience comes from



having worked in a variety of industries prior to entering the education arena. These industries include high technology companies, financial services and non-profit social services organizations. Her positions have included both generalist and specialist roles within these organizations culminating in holding executive level positions with the current and her previous two positions. Additionally, her responsibility over operations is supported through her responsibility for such tasks in her previous roles. Fair and consistent treatment of employees in a manner that ensures compliance with labor and employment law are the hallmark of Brigid's approach to Human Resources. Additionally, she applies a diligence to her oversight of operations all with the intent of protecting the organization and its employees.

**Director of Growth and Community Engagement, Jillayne Antoon**

- 17 years in Education
- Bachelor's Degree in Music from Calvin College
- Teaching Credential from CSU, Fresno
- MA in Teaching from CSU, Fresno
- Administrative Services Credential

Jillayne has been with Rocklin Academy since 2006. As a teacher leader, she served as an instructional coach, especially focused on coaching teachers in using assessment data to make instructional decisions to improve student outcomes. After several years as Principal of our Rocklin Academy Meyers campus, she was the founding Principal of Rocklin Academy Gateway, Rocklin Academy's first replication. Opening with 820 students in grades TK-6, the school grew over three years to serve over 1200 students in grades TK-8. Jillayne successfully led the onboarding of teachers, staff, students, and parents, implementing Rocklin Academy's mission, vision, and educational program in the new school. In her current role, Jillayne leads the work of preparing for new schools, by developing leaders, engaging with the community, charter school advocacy, and the charter petitioning process. She brings a constant drive for excellence and equity, and a deep commitment to Rocklin Academy Family of Schools' mission and vision to her work.

**Director of Special Education, Ramona Rogers**

- 10 plus years in Special Education
- Bachelor's Degree in Psychology with a minor in Child Development from CSU, Chico
- Master's Degree in Psychology from CSU, Chico
- Pupil Personnel Services Credential
- Administrative Services Credential

Ramona has been with Rocklin Academy since the start of the 2018-19 school year. She brought with her years of progressive experience in education starting as a school psychologist. She subsequently earned the role of Program Specialist for two years prior to being promoted to the

position of Director of Special Education at her previous district. Ramona works closely with our administrators and special education staff members to ensure Rocklin Academy is providing the best supports for each individual identified student in the least restrictive environment.

**Educational Services Coordinator of State/Federal Programs, Heather Donovan**

- 25 year in education
- Bachelor's Degree in Home Economics from CSU, Sacramento
- Master's Degree in Educational Administration from National University
- Multiple Subject Teaching Credential
- Administrative Services Credential

Heather has a breadth of experience in education beginning with teaching in Rocklin Unified School District. This experience first lead her to SCOE as an English Learner Curriculum Developer and then to Wester Placer USD as an Intervention Teacher. Rocklin Academy was fortunate to have Heather join the team in 2008 bringing along her vast knowledge and experience.

**Principal, Trisha Smith**

- 15 years in Education
- Bachelor's Degree in Psychology from UC San Diego
- Teaching Credential from Dominican University (US) and from Derby University (UK)
- MS in Education from Dominican University
- Reading Certificate from UC Berkeley
- Administrative Services Credential

Trisha brings a variety of experience in schools across California and in the United Kingdom. Her passion is in supporting students' mental health and social-emotional learning, and she helped lead the RAFOS MTSS team in adopting and implementing Social-Emotional Learning curriculum. Prior to becoming an administrator, as a teacher leader, she was a Teacher Induction Program mentor/coach for Rocklin Academy teachers, and also led the implementation of the PBIS system at our Rocklin Academy Turnstone and Meyers campuses. Prior to her time at Rocklin Academy, she taught at Brentwood Intermediate School, and Krey Elementary School in Brentwood Union School District, Happy Valley Elementary in the Lafayette School District, and Holywell Elementary, in England. She has vast experience with a variety of programs and in a variety of demographic areas.

# Tab 9

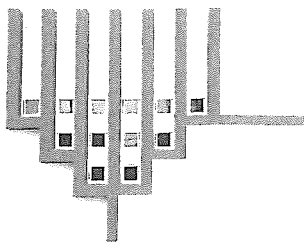
### **American River Collegiate Academy Facility Plan:**

American River Collegiate Academy (“ARCA”) is finalizing a lease agreement with Temple Or Rishon, at 7755 Hazel Avenue, Orangevale, CA 95662. The Rocklin Academy team did an extensive search for viable options within the city of Citrus Heights and was not able to find a move-in-ready solution. Without an approved charter, was not able to spend the Rocklin Academy funds on tenant improvements or entitlement packages for construction. The Orangevale location is available to be used for the first two years (with the possibility of a longer term, if needed) while the Charter secures and prepares a long-term location in Citrus Heights.

The Rocklin Academy’s contracted real estate agenda is Dave Smith, whose Professional Portfolio is attached. He has worked with other Sacramento charter schools in facilities negotiations, including Rex and Margaret Fortune School of Education and Growth Public Schools. The Charter School is also working with Turner Impact Capital (see attached letter). The Rocklin Academy had several positive meetings with the city of Citrus Heights planning staff about three different properties.

The temporary facility, Temple Or Rishon, contains a large worship and fellowship area, with a kitchen, meeting rooms, private offices, and men’s and women’s restrooms on 2.3 acres. Adjacent to the main building are seven classroom buildings, each approximately 900 square feet. The Temple is constructing staff restrooms in its facility pending approval of the charter. The facility has sufficient parking, and drop off/pick up traffic is directed through a drive aisle to a side street on the north side of the property. Cueing traffic at peak drop off and pick up times would be manageable.

The Zoning is AR-2, which includes K-12 public schools.



# Temple Or Rishon

November 26, 2019

Rabbi Alan Rabishaw  
Mary Frank, Educator  
Carol Gunnerson,  
Cantorial Soloist

J. David Smith, Principal  
CRESA  
575 University Avenue, Ste. 100  
Sacramento, CA 95825

## Board of Trustees

Susan Stieber, President  
David Abramowitz, Vice President  
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Rachel Wallace  
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## Immediate Past President

Kimberly Olker

Re: Offer to Lease –Rocklin Academy Family of Schools dba American River Academy  
and Temple Or Rishon

Dear Mr. Smith:

The undersigned is the President of Temple Or Rishon (“TOR”). I am writing to you in response to your letter dated November 13, 2019 addressed to Mary Frank, the Temple Administrator of TOR.

In your letter, you proposed that Rocklin Academy Family of Schools dba American River Academy (“Academy”) and TOR enter into negotiations for the possible lease of certain TOR facilities located at 7755 Hazel Avenue in Orangevale, California to Academy for the purpose of Academy operating a K-3 Charter School. You attached to your letter a non-binding term sheet as a starting point for any such negotiations.

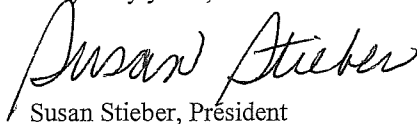
I am pleased to respond that TOR is willing to entertain such negotiations, with the understanding, as expressed in your letter, that no such negotiations shall be binding on either party unless and until a definitive lease agreement is executed by both parties, and with the further understanding that such agreement to negotiate by TOR is not exclusive and does not constitute agreement to the particular terms contained in the term sheet.

I suggest that both parties consider appointment of small negotiation teams (perhaps 3 persons or less, each) who can begin preliminary discussions in an effort to reach a mutually acceptable term sheet. That term sheet, while not binding, would be the basis for the drafting of a definitive lease in accordance with the agreed terms. I will begin consideration of TOR’s team membership, and look forward to hearing that of Academy, but understand that Academy may wish to have you undertake negotiations on its behalf. Alternatively, I am open to considering any other method of proceeding which you may prefer.

You can contact me at [president@orrishon.org](mailto:president@orrishon.org).

I look forward to hearing from you.

Very truly yours,

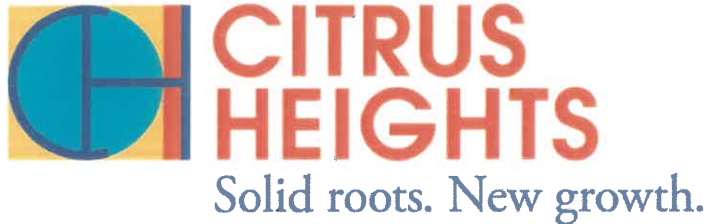
  
Susan Stieber, President

cc. Mary Frank

P.O. Box 857, 7755 Hazel Avenue, Orangevale CA 95662  
916-988-4100 Fax 916-988-4229 [office@orrishon.org](mailto:office@orrishon.org) [www.OrRishon.org](http://www.OrRishon.org)

A Member Congregation of the Union for Reform Judaism





City of Citrus Heights  
6360 Fountain Square Drive  
Citrus Heights  
California 95621  
(916) 725-2448  
Fax (916) 725-5799  
TDD 7-1-1

[www.citrusheights.net](http://www.citrusheights.net)

*The City of CITRUS HEIGHTS  
is committed to providing  
high quality, economical,  
responsive city services  
to our community.*

December 4, 2019

Sacramento County Board of Education  
P.O. Box 269003  
Sacramento, California 95826

Dear Sacramento County Board of Education Trustees,

I am writing in support of American River Collegiate Academy, part of the Rocklin Academy Family of Schools. I am a strong supporter of public education and believe that a high-quality public school choice in the City of Citrus Heights will benefit students, families, and the community as a whole. The Rocklin Academy Family of Schools has a strong track record of academic success, and American River Collegiate Academy will bring that to our community.

City staff members have already been working with Rocklin Academy leadership on securing a facility. We are committed to working collaboratively with the school to find a long-term facility solution within the City of Citrus Heights to bring this option to our community.

Sincerely,

Christopher W. Boyd  
City Manager  
City of Citrus Heights



## Dave Smith

### Principal Sacramento

#### Professional Experience

Dave is a Principal with Cresa focusing on tenant representation in the greater Sacramento area. Dave has been involved in all aspects of corporate services including strategic planning, lease, sublease, building sale negotiations, financial analysis, and consulting.

Before joining Cresa, Dave worked as a Senior Manager with Opus West Corporation playing a key role in the development, lease-up and disposition of almost one million square feet of class A office and retail space. Prior to joining Opus, Dave was an office properties specialist with Grubb & Ellis for 10 years assisting both landlords and tenants with their real estate needs. Dave's background in tenant representation and knowledge of the developer/landlord business gives his clients a unique insight into each transaction.

#### Clients

- Alzheimer's Association
- Anixter
- APEX Site Solutions
- BAR Financial
- Cherry Creek Mortgage
- Fortune School of Education
- Growth Public Schools
- Legacy Law Group
- Mann Urrutia Nelson, CPA's
- Meritage Homes
- Motor Vehicle Software Corporation
- Murphy Pearson Bradley & Feeney
- Oracle
- PBK Architects
- POS Portal
- StemExpress
- Umpqua Bank
- United States Credit Bureau

#### Education

Dave received his Bachelors of Arts from the University of Arizona. Later, receiving his Master of Arts from the University of Phoenix.

#### Contact

916.929.6663 office  
916.730.0921 mobile  
dsmith@cresa.com

“Dave did a great job surveying the available properties and guiding us through the negotiation process.”

Daron Pitts, President/Founder  
XL Benefit Insurance Services



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**TURNER-AGASSI CHARTER SCHOOL FACILITIES FUND II, L.P.**

3000 Olympic Blvd, Suite 2121  
Santa Monica, CA 90404

TO: Sacramento County Board of Education  
FROM: Turner-Agassi Charter School Facilities Fund II, L.P.  
DATE: December 5, 2019  
RE: Facilities Support for Rocklin Academy

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To Whom it May Concern:

Please accept this letter as an indication of our initial interest in working with Rocklin Academy to finance and build a charter school facility. We have met with the impressive Rocklin Academy operations team and board members to discuss Rocklin Academy's facility needs and vision for the school, and we are looking forward to exploring possibilities of finding a site and building a facility for the school that will serve the children of the Citrus Heights community.

Turner-Agassi's mission is to build charter schools for best in class charter school operators who are seeking permanent facilities solutions. Turner-Agassi's model is to build a facility for an operator, lease it to the operator pursuant to a long-term lease, and provide them the option to purchase the facility at a future date. As of Fall 2019, the Turner-Agassi team and its affiliates have built 96 schools for over 48,900 students. Across the state of California, Turner-Agassi and its affiliates have or are committed to delivering 21 schools serving nearly 6,200 students. Turner-Agassi is also the trusted development partner for the Rex & Margaret Fortune School of Education network of schools in Sacramento and has worked with Aspire Public Schools across the Central Valley.

We are hopeful that the opportunity exists in the future for us to work with Rocklin Academy.

Sincerely,

A handwritten signature in blue ink, appearing to read "Bari Cooper Sherman", written over a horizontal line.

Bari Cooper Sherman, on behalf of the general partner of  
Turner-Agassi Charter School Facilities Fund II, L.P.

