



# **Antioch Charter Academy**

The Learner-Centered School, Inc.  
3325 Hacienda Way  
Antioch, CA

**Charter Petition Renewal**  
**Term: July 1, 2018 – June 30, 2023**

Submitted to Antioch Unified School District  
December / 2017

Original Charter Approved September 1998  
Renewed in 2003 & 2008 & 2013

# TABLE OF CONTENTS

---

<b>Cover Page</b>	Page 1
<b>Table of Contents</b>	Page 2
<b>Charter Petition Renewal and Assurances</b>	Page 4
<b>Element 1: Description of Education Program</b>	
School description; Mission and Vision	Page 12
Target Student Population	Page 13
An Educated Person in the 21st Century	Page 13
How Learning Best Occurs	Page 14
The Learner-Centered School Model	Page 15
Learning Strategies and Structures	Page 18
Curriculum Design	Page 20
Differentiated Programs	Page 22
English Learners Overview	Page 23
Reclassification Procedures	Page 24
Strategies for ELL Instruction & Intervention	Page 24
Serving Students with Disabilities	Page 26
Section 504 of Rehabilitation Act	Page 30
Materials and Technology	Page 31
<b>Element 2: Measurable Student Outcomes</b>	
Student Outcomes	Page 33
Attendance Requirements	Page 34
School-Wide Performance Goals	Page 34
<b>Element 3: Methods of Assessment</b>	
Method of Measuring Student Outcomes	Page 52
Assessments - Kindergarten - Eighth Grade	Page 53
Assessment and CAASPP Testing	Page 54
School Accountability Report Card ("SARC")	Page 54
Annual Update	Page 55
Independent Study	Page 55
<b>Element 4: Governance Structure</b>	
Governance Structure	Page 56
<b>Element 5: Employee Qualifications</b>	
Qualifications of Employees	Page 62
<b>Element 6: Health and Safety</b>	
Health and Safety	Page 64

<b>Element 7: Racial and Ethnic Balance</b>	
Means to Achieve a Racial and Ethnic Balance	Page 68
Student Recruitment and Outreach Efforts	Page 6/
<b>Element 8: Admission Policies and Procedures</b>	Page 70
<b>Element 9: Financial Audits</b>	
Annual Independent Fiscal Audits	Page 73
Programmatic Audit	Page 74
<b>Element 10: Pupil Suspension and Expulsion</b>	
Suspension and Expulsion Procedures	Page 75
<b>Element 11: Retirement System</b>	
Staff Retirement System	Page 96
<b>Element 12: Attendance Alternatives</b>	
Attendance Alternatives	Page 97
<b>Element 13: Description of Employee Rights</b>	
Rights of School District Employees	Page 98
<b>Element 14: Dispute Resolution Procedures</b>	
Dispute Resolution	Page 99
<b>Element 15: School Closure Procedures</b>	
Closure Protocol	Page 100
<b>Miscellaneous Charter Provisions</b>	
Facilities	Page 103
Administrative Services	Page 103
Potential Civil Liability Effects	Page 103
Transportation	Page 104
Food Services	Page 104
Equipment and Materials	Page 105
Defense and Indemnity	Page 105
Insurance Coverage	Page 105
Budget and Direct Funding	Page 106
Attendance Reporting, School Calendar, Bell Schedule and Other	Page 107
Compliance With External Source Funding	Page 108
Annual Review	Page 108
Appendix A: CAASPP & API data	Page 110
Appendix B: Description of Math curriculum	Page 117

## CHARTER RENEWAL

---

### CHARTER RENEWAL CRITERIA

#### **Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)**

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that Antioch Charter Academy (ACA) exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Also see Appendix A):

- ACA attained its Academic Performance Index (API) growth target in the prior year (2013) both school wide and for all groups of pupils served by the charter school, thus meeting the renewal criteria in Education Code Section 47607(b)(1).
- ACA achieved a statewide API rank of 6 in the prior year (2013) thus meeting the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).
- The academic performance of ACA is at least equal to the academic performance of the public schools that ACA pupils would otherwise have been required to attend, as well as the academic performance of the schools in the District, taking into account the composition of the pupil population that is served at the charter school.

\*Note on Testing Data

Assembly Bill 484 amended Education Code section 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

Analysis of the Most Recent API Calculation

Over the prior charter term, ACA had the following API scores:

API Scores					
Year	API Statewide Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?	Met All Student Groups Growth Targets?
2014	State testing and API calculation suspended; no data reported				
2013	6	818	A (0)	Yes	Yes
“A” means the school or Student Groups scored at or above the statewide performance target of 800 in the 2012 Base.					
Source: CDE DataQuest, accessed December 15, 2017.					

Since 2003, ACA’s Academic Performance Index (API) has been at or above the statewide performance target of 800 (ACA earned an API score of 818 in 2013). The school has met its API growth targets every year since the inception of the API in 1999, thus exceeding the renewal criteria in Education Code Section 47607(b)(1). ACA achieved a statewide API rank of 6 in the prior year (2013) and in two of the last three years (2012-2013), also exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2) to qualify for charter renewal.

Analysis of Comparison Schools Data

ACA student proficiency improved in 2017 in both language arts and math on the California Assessment of Student Performance and Progress (CAASPP). In language arts (LA), proficiency rose three percent to 57% proficiency and in math, proficiency rose seven percent to 36% proficiency versus the prior year. Both scores exceed the surrounding district's proficiency of 29% proficient in language arts and 20% proficient in math, as well as the state of California's proficiency of 47% proficient in language arts. Scores closely match with the state of California's proficiency of 38% proficient in math.

CAASPP - Student Proficiency (Level 3 & Level 4, Grades 3 through 8)

	LA	LA	LA	Math	Math	Math
	2015	2016	2017	2015	2016	2017
<b>ACA</b>	<b>48%</b>	<b>54%</b>	<b>57%</b>	<b>29%</b>	<b>29%</b>	<b>36%</b>
AUSD	27%	29%	29%	19%	19%	20%
Contra Costa	51%	54%	53%	43%	45%	45%
CA	42%	47%	47%	33%	37%	38%

ACA's student proficiency in language arts and math meets or exceeds that of the performance of the public schools that the charter school pupils otherwise would have been required to attend, as well as meeting or exceeding the performance of demographically similar public schools in the Antioch Unified School District.

CAASPP - Student Proficiency (Level 3 & Level 4)

	LA	Math
<b>ACA 3<sup>rd</sup>-5<sup>th</sup> grade</b>	<b>47%</b>	<b>27%</b>
Belshaw	27%	20%
Carmen Dragon	29%	19%
Diablo Vista	38%	32%
Fremont	17%	10%
Grant	22%	20%
Jack London	29%	24%
Kimball	28%	21%
Lone Tree	34%	28%
Marsh	18%	8%
Mission	30%	16%
Muir	38%	21%
Sutter	32%	20%
Turner	20%	12%

Source: [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov) 2017

	<b>LA</b>	<b>Math</b>
<b>ACA 6<sup>th</sup>-8<sup>th</sup> grade</b>	<b>69%</b>	<b>45%</b>
Antioch Middle	14%	6%
Black Diamond	20%	9%
Dallas Ranch	34%	24%
Park	32%	22%

Source: caaspp.cde.ca.gov 2017

### **Additional Justification for Charter Renewal**

#### Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

ACA's only numerically significant subgroup (White) met API growth targets in each year data is available. Other subgroups (e.g. Hispanic / Latino, African American, Socioeconomically Disadvantaged) showed growth on the API, although growth targets are not provided by CDE due to the small number of students in these subgroups.

<b>Year</b>	<b>Group</b>	<b>Number of Students Tested</b>	<b>Numerically Significant in Both Years</b>	<b>Current Year Growth</b>	<b>Prior Year Base</b>	<b>Current Year Growth Target</b>	<b>Current Year Growth</b>	<b>Met Growth Target</b>
<b>2013</b>	White	94	Yes	832	850	A	-18	Yes
<b>2013</b>	Hispanic / Latino	28	No	780	727	N/A	53	N/A
<b>2013</b>	African American	13	No	813	782	N/A	31	N/A
<b>2013</b>	Socioeconomically Disadvantaged	14	No	787	786	N/A	1	N/A

#### **Notes**

- "A" means the school or Student Groups scored at or above the statewide performance target of 800 in the 2012 Base
- N/A is Not applicable due to number of students tested not numerically significant in both years

## Change Over Time

ACA student proficiency improved when comparing grade levels from year to year for all students. Significant gains are evidenced in the Intermediate and Middle School grades, especially in the 6th through 8th grades where proficiency rose thirty percent in English Language Arts, and thirty-two percent in Math in 5th through 7th grade between 2015 and 2017.

### English Language Arts / Literacy Standards Met or Exceeded (All Students)

Grade	2015	Grade	2016	Grade	2017
3	26%	4	29%	5	33%
4	45%	5	69%	6	72%
5	50%	6	56%	7	68%
6	37%	7	61%	8	67%
7	52%	8	58%		

Source: [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov) 2017

### Mathematics Standards Met or Exceeded (All Students)

Grade	2015	Grade	2016	Grade	2017
3	6%	4	5%	5	25%
4	36%	5	43%	6	50%
5	32%	6	39%	7	64%
6	16%	7	17%	8	21%
7	28%	8	48%		

Source: [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov) 2017

## **AFFIRMATIONS AND ASSURANCES**

---

As the authorized Lead Petitioner, I hereby certify that the information submitted in this application for the renewal of a California public charter school named Antioch Charter Academy (“ACA,” or the “Charter School”), located within the boundaries of the Antioch Unified School District (the “District”), is true to the best of my knowledge and belief; I also certify that this petition for renewal 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 renewal, 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 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Learner-Centered School, Inc. declares that it shall be deemed the exclusive public school employer of the employees of ACA 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 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. 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 location 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 Schools shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. California Code of Regulations, Title 5, Section 11960]



\_\_\_\_\_  
Authorized Representative

December 18, 2017

\_\_\_\_\_  
Date

## ELEMENT 1: 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 subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

---

### DESCRIPTION:

This Charter for the renewal of ACA shall take effect upon adoption by the Antioch Unified School District (“District”) Governing Board for a term of five (5) school years, commencing July 1, 2018 and continuing through June 30, 2023. ACA shall be operated by The Learner-Centered School, Inc. (hereinafter “Corporation”), a nonprofit public benefit corporation duly organized under the laws of the State of California (hereinafter Corporation and Academy collectively referred to as “Charter School”). The District previously granted a charter to Antioch Charter Academy (“ACA”) in 1998, and renewed that charter in 2003, 2008 & 2013. Since approval of the ACA charter, the ACA has steadily improved on its goal to become one of the highest performing public schools in the State as evidenced by its performance on the California Academic Performance Index (API). ACA achieved an API of 818 in the latest report from the California Department of Education, maintaining the statewide performance target of 800 for each of the last 11 years API data was available. ACA attained its API growth target in the prior year both schoolwide and for all numerically significant pupil subgroups served by the charter school, and therefore meets the renewal criteria as defined in Education Code Section 47607(b). ACA received initial accreditation from the Western Association of Schools and Colleges (WASC) in 2009 and received full accreditation for a period of six (6) years beginning in Spring 2012 through 2018. ACA has strong fiscal reserves and clean audits for each year of operation, as well as low teacher turnover and high pupil retention rates. ACA currently serves grades TK-8 and has a waiting list of over 1,000 students who have applied to be admitted to the school.

The mission of ACA is to facilitate students’ educational and personal growth by nurturing and supporting a partnership of students, teachers, families and the community; by building upon research-based educational philosophies; and by encouraging critical thinking, individual strengths, and diverse learning styles.

Our vision is to provide a learning environment where students of all socio-economic levels and

ethnic backgrounds embrace education, exhibit compassion, and accept personal responsibility. The targeted student population consists of families desiring a positive and innovative change in public education with an emphasis on individualized instruction.

### **TARGET STUDENT POPULATION:**

The target student population for the charter school has become more reflective of the District's student population. Currently the school's pupil demographics are as follows: 32% Hispanic or Latino, 35% White, 11% African American, 3% Filipino, 15% Asian, 1% Pacific Islander, 0% American Indian / Alaska Native, 3% Two or More Races (not Hispanic) and 0% Not reported.

ACA has instituted a comprehensive recruitment and marketing campaign to ensure that its demographics represent those of the District. (See Element 7 of this Charter for more information.) ACA will study test score results and adjust curricular strategies if this is called for during the charter term based on the needs of any statistically significant subgroup with the goal of educating all students enrolled in the school. Teachers will receive professional development in multi-cultural awareness and administer Sheltered Instruction as defined within CLAD certification.

### **AN EDUCATED PERSON IN THE 21ST CENTURY:**

An educated person in the 21st century should be able to:

1. Communicate clearly and effectively with others orally and in writing in academic and social environments.
2. Work collaboratively and cooperate with others.
3. Demonstrate and apply mastery of academic content.
4. Organize materials and self.
5. Manage time effectively.
6. Set and accomplish goals.
7. Work independently.
8. Identify themselves as lifelong learners.
9. Demonstrate use of Lifeskills and Lifelong Guidelines in daily life.
10. Have and show respect to others and self, including respect for diversity.
11. Contribute to society and feel empowered to make change.
12. Demonstrate an understanding and appreciation of the Enrichment Program and the Arts.
13. Think creatively and innovate.

An educated person in the twenty-first century must be able to understand and interpret written information, locate data to answer questions, and follow directions. He/she must be able to communicate thoughts, information, and opinions, in writing; use appropriate language style, organize, and use varied writing formats; use correct punctuation and grammar. He/she must be able to solve multiple-step problems by correctly choosing and using mathematical methods. He/she must be able to pay attention to, interpret and respond to verbal and non-verbal messages. He/she will organize ideas and communicate in a concise and accurate manner. The program has

the objective of enabling pupils to become self-motivated, competent and lifelong learners.

A well-educated person in the twenty-first century should be able to plan the use of time, people, money, and materials. He/she should be able to think creatively; generate new ideas, imagine novel ways to perform tasks, and apply the latest ideas to new situations. He/she must be able to make decisions; to specify goals, identify obstacles, generate alternatives, and choose the best alternatives. He/she must be able to analyze problems; to identify the causes of problems and devise plans of action.

A well-educated person in the twenty-first century should possess the following interpersonal skills: work with others toward a common goal, contribute ideas, resources, and effort to the team. He/she should be able to teach (help others learn), provide timely and constructive feedback. He/she should be able to lead; set the direction for a work group, and motivate others to perform to their potential. He/she must be able to negotiate; to mediate differences between individuals or groups, and work toward agreement. He/she must be able to work with others from diverse backgrounds.

A well-educated person in the twenty-first century must be able to process information; employ computers to acquire, organize, analyze, and communicate information. He/she must be able to evaluate information to ascertain the relevance and accuracy of information. He/she must be able to interpret and communicate information; to select, analyze, and communicate information orally, in writing, or by other media.

The Charter School has developed quantifiable measures to assess mastery in meeting the preceding list of what an educated person should know and be able to do. For more information, please see Element 2 of this Charter.

### **HOW LEARNING BEST OCCURS:**

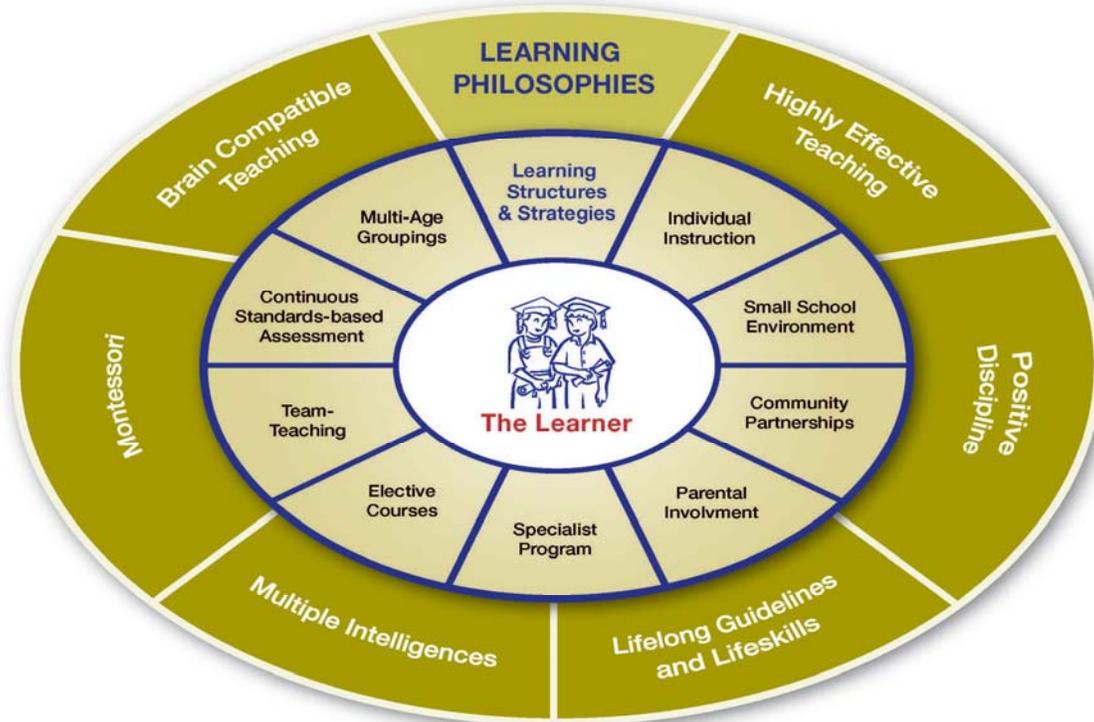
Learning occurs best in a non-threatening, enriched environment where meaningful content is taught in an integrated thematic framework. Students can make choices, and can be given adequate time to progress at their own pace. They are allowed to collaborate on their work, receive immediate feedback to evaluate their own work, and reach a level of mastery.

The goals of ACA include the creation and implementation of an environment that enables each student to become a self-motivated, competent, life-long learner and to provide each child with the tools to become a successful, well-educated, and contributing citizen of the twenty-first century. ACA will also enable each student to identify and develop his or her own multiple intelligences and learning style.

ACA will improve pupil learning and increase learning opportunities for all pupils through an innovative model of schooling whereby children can identify their strengths and interests. This model integrates core learning philosophies with key educational strategies and structures, and is designed to meet the students' educational, emotional and social needs in a natural learning environment.

ACA’s educational program will utilize elements of the Montessori Philosophy, the Multiple Intelligence Theory, Brain Compatible Learning, Positive Discipline, Highly Effective Teaching (formerly ITI), which includes Lifelong Guidelines and Lifeskills, while incorporating the California State Standards (including but not limited to the Common Core State Standards, the Next Generation Science Standards, the History-Social Science Content Standards, and ELD Standards, collectively referred to herein as the “State Standards”) to create and implement curriculum for the students of ACA. The program will also adhere to all applicable state and federal compliance regulations. These philosophies, referenced in the diagram and descriptions below, will be delivered within a small school structure of multi-age grouping, and team teaching. The teacher student ratio will be thirty to one or less in grades TK-8, but the School hopes to maintain a ratio of approximately twenty to one. The Charter School reserves the right to increase class sizes up to thirty to one for fiscal reasons even though to date it has managed to maintain much lower ratios even with dramatic State funding reductions and deferrals. The instruction is designed for, and predominantly delivered individually or in small groups. Parents play an integral part as partners in their child’s education in the classroom through elective activities, Kindergarten Enrichment Program, primary/elementary committee members, Network support, etc. Throughout all grades (TK-8), elements of these philosophies will be reflected in various materials and activities utilized by ACA teachers and students.

**THE LEARNER-CENTERED SCHOOL:**



A learner-centered school is one where the student is always the most important consideration for every decision made in the school. Regardless of whether the decisions being made are

programmatic, financial, disciplinary or safety-related, the child's best interest is always the first consideration. Our diagram shows that the student is in the center of the picture. Surrounding that are the structural components of our learner-centered school, such as “Multi-Age Groupings,” “Team Teaching,” and “Parental Involvement.” In the outer circle are our research-based educational philosophies which we believe to be the best way to educate children for the 21st century.

### **Educational Model (Core Learning Philosophies)**

- **Brain Compatible Learning:** In his book, “Human Brain, Human Learning” Leslie Hart shows that students learn best in an environment that is absent of threat, where students can collaborate, are given meaningful content, can make choices, get immediate feedback, have adequate time in which to learn in an enriched environment, and are allowed to reach a level of mastery. Our goal is to ensure that all levels (Primary & Elementary, Intermediate, and Middle School) will be provided an environment that incorporates these principles into our daily program.

Mastery is indicated when the student can explain the problem or lesson in a peer teaching setting. Collaboration reflects cooperative learning and partner based assignments. Meaningful content is fact driven with daily life connections. Immediate feedback is teacher/student interaction during and upon completion of the assignment. Adequate time reflects the student determining the completion of an assignment and taking initiative for the next assignment. An enriched environment allows many topics of study, none of which are textbook nor teacher driven.

- **Multiple Intelligences:** Dr. Howard Gardner of Harvard University believes we all have developed and undeveloped intelligences which are divided into eight categories (linguistic, logical mathematical, musical, visual/spatial, bodily kinesthetic, interpersonal, intrapersonal and naturalist). Our guiding objective is to nurture all intelligences equally. All levels (Primary & Elementary TK-3, Intermediate 4-6, and Middle School 7-8) will have opportunities to develop some or all of their intelligences; Curriculum is carefully designed by the teacher to provide opportunities for growth and development through research, enrichment programs and daily curriculum.
- **Montessori:** The Montessori philosophy has an unwavering belief in the individual—an individual who through time, experience and support becomes a self-disciplined, independent, and self-confident learner. Our goal is to train all of our instructors in the Montessori philosophy with the objective of creating an identifiable consistency in completion of tasks for children as they move through each grade level.

In Primary & Elementary (TK-3) the environment will be prepared for students to interact with specially designed materials that are hands-on which promote a concrete understanding of verbal, mathematical, and sensory skills. Curriculum concepts are introduced from large to small so that information gained by students will promote an understanding of the “big picture.” Students will understand how knowledge is

connected, as they accumulate ideas throughout their lives. The Primary & Elementary classroom is a Montessori-based environment. Learning is made available through a prepared environment in which the classroom is prepared for standards-based learning, developing concepts independently using didactic interactive materials. Peer teaching is part of the environment through multi-age groupings. Individual instruction allows for differences and adjustments to the curriculum. Self discovery is part of the “control of error” included in Montessori materials.

In the intermediate and middle school levels, the Montessori philosophy is continued through the use of an integrated curriculum offering electives such as photography, foreign language, art, and sports, designed to develop the students’ multiple intelligences and allowing their accumulating knowledge to fit into the “big picture” of the universe. Many hands-on experiences and fieldtrips in science, math and social studies are offered to students as their knowledge developmentally matures to an abstract level.

At the intermediate level, students are given opportunities to complete research projects each trimester incorporating each of the eight intelligences indicated in Howard Gardner’s theory: linguistic, logical/mathematical, musical, visual/spatial, bodily kinesthetic, natural, interpersonal and intrapersonal skills. The middle school students complete theme-related, project-based research, perfecting oral presentation each trimester, according to a pre-established rubric.

Students at all levels are given long, uninterrupted work periods. As a Montessori concept, students learn to be independent, lifelong learners by managing their time. At the Primary & Elementary level, students manage one day’s work at a time as evidenced in their daily Reflection Books. At the intermediate level, students manage one week’s work at a time, through the use of Weekly Work Folders. At the Middle School level, students manage multi-week projects and use academic planners to help them manage their time and meet deadlines.

- Highly Effective Teaching (HET, formerly ITI): HET is standards-based curriculum which has been planned to dovetail language arts, math, social studies and science components with an overall theme. Our goal is to tie these components closely to the theme(s) so that instruction will make more sense to students and give more opportunity for concepts to be presented to the individual’s learning strength. Lifelong Guidelines and Lifeskills, which are a component of HET, include trustworthiness, truthfulness, active listening, no put-downs and personal best. Lifeskills (e.g. cooperation, courage, initiative, perseverance and resourcefulness) define the lifelong guideline of personal best. Our goal is to help children build character traits that will serve them throughout life to be good citizens.
- Positive Discipline: Jane Nelsen’s philosophy of Positive Discipline will be utilized in each classroom. All levels (Primary & Elementary, Intermediate, and Middle School), will hold classroom meetings based upon the Positive Discipline Classroom Meeting structure where students solve problems and plan activities utilizing an agenda. Students,

led by teachers, give compliments to build community within the student body. Additionally, students are taught to discuss and solve problems peacefully following the guidelines of logical consequences which must be reasonable, respectful, related to the offense and reflect responsibility on behalf of the student who is being “helped” rather than punished.

## **LEARNING STRATEGIES & STRUCTURES:**

- **Multi-Age Grouping:** Our goal is to create classrooms of TK/K-3, 4-6, and 7-8 groupings with the objective that children will progress along the continuum from easier to more difficult material at their own, varying rates.
- **Team Teaching:** Our goal is to have teachers partner together with approximately 20 students per teacher in a multi-age setting with the objective that students will have a greater choice of teachers with whom to connect and that teachers will inspire and support each other.
- **Individualized Instruction:** Our goal is to create classroom settings that address individual needs with regard to academics, emotional and physical structure, and time management. The objective of an individualized setting is to enable the teacher to check for understanding quickly and easily while more closely engaging and monitoring students.
- **Continuous Standards-based Assessments:** Assessment is a crucial part of learning development. Our goal is to employ the following assessment tools: standards-based report cards based on rubrics, portfolios of student work, standardized tests, teacher observations, student self assessments, concept assessments, and skill cards based on the State Standards.
- **Small Classrooms, Small School Size:** Our goal is to create a TK-8 school of approximately 200 students with a ratio of students to teachers of approximately twenty-to-one in each classroom. The objectives include increased attendance rates, decreased dropout rates, better grades, more extra activity participation and fewer behavior problems. We firmly believe that smaller class size leads to greater student achievement and helps foster a life-long love of learning.
- **Parental Involvement:** Parents will be a vital part of our school’s dynamics, and we recognize the importance of reaching out to parents and making them partners in their child’s education. A variety of polls of educators show that increasing family involvement is the single best way to increase student achievement (*National Middle School Association, 2006*). We support this philosophy and aim to engage parents.

Basic learning environment:

The learning environment is site-based and one of multi-graded classrooms or settings. The

Primary & Elementary Classroom includes (Transitional Kindergarten through Third Grade); Intermediate Classroom includes (Grades 4-6); and Middle School Classrooms include (Grades 7-8).

The intermediate setting includes teachers divided according to study emphasis: Language Arts and Social Studies, Science, and Math. Each teacher is responsible for approximately 20 students.

Students trade classrooms for language arts, math and science. Teachers plan themes. Each emphasis portrays that theme.

The Middle School setting includes teachers divided similarly to the intermediate classroom. Students rotate to different classrooms for Language Arts, Math and Science. Each are theme driven. Each teacher is responsible for students in the core subject of their teaching.

The Charter School's chosen instructional approach will enable students to achieve objectives specified in this Charter and master academic content standards in core curriculum areas. The Montessori model enables students to achieve objectives in core subject areas due to concrete and interactive learning opportunities encouraged by the didactic materials. The materials encourage repetition, control of error, opportunity to practice in different modes, matching, and individual or small group instruction. The Montessori model does not depend on linguistics for lesson delivery. Repetition of steps, materials, and Sequin's 3 Period Lesson encourages a sense of confidence. The Montessori model includes development of independence, individual empowerment, and elements of choice, time-management and respect for others.

The Multiple Intelligence Theory enables more students to recognize success in the core curriculum areas due to acceptance and delivery of learning in more styles than linguistics and logical-mathematical. Acknowledgement and credence for one's learning strength while concurrently developing individual emerging intelligences allows for positive reflections of self and an opportunity to recognize and accept the differences in peers. Practice in all eight intelligences encourages a variety of learning strengths to develop.

Brain Compatible Learning empowers the learner to internalize concepts being presented. Mastery of concepts results when repetition, absence of threat, immediate feedback, and adequate time is made consistently available to the learner. Most importantly, an enriched environment is made available to the learner to inspire interest and initiation.

Positive Discipline offers the learner empowerment for self and others. The model encourages respect for the individual, peers and the environment. The environment results in a positive working community encouraging problem solving, using words. An environment allowing the individual to account for "the self" as related to the community gives a model in which empowerment is seen as power within the individual as opposed to power over others. Power within, is what results in growth academically, socially and emotionally.

Highly Effective Teaching gives more time to learning and investing new concepts because of

the interrelatedness of the topic. The topic lends itself to the core curriculum and a variety of methods to absorb the knowledge being presented. Cooperation, perseverance, resourcefulness, and more are needed for optimal learning to take place.

The State Standards are the umbrella that ties all the concepts together from Montessori to Integrated Thematic Instruction. The common thread that unites all our philosophies and allows them to be effective teaching strategies is brain compatible learning. Brain compatibility creates an environment that enables every child to learn to the best of his/her ability.

The proposed program for ACA strongly aligns to the school's mission in the following ways:

- Teachers, students, and parents work as a team and acknowledge that all three team members must be available to present the child with opportunities to succeed.
- Mutual respect and appreciation for parents, volunteers, students, teachers and staff are present as evidenced through daily observation.
- Critical thinking, acknowledging individual strengths, awareness and the celebration of diverse learning styles are underlying threads of the Montessori principles and Brain Compatible Learning. When all are present, a highly successful program is present.

### **CURRICULUM DESIGN:**

The State Standards shall serve as the backbone of all ACA curriculum and students will be expected to meet those standards for each grade level. Teachers at ACA shall use a variety of instructional strategies to design curriculum that will encourage each student to meet the grade level standards successfully. The ACA Administrative Team shall be responsible for ensuring and monitoring that California curriculum standards and benchmarks, including the curriculum areas of Education Code section 60605, are adhered to and implemented.

Teachers at all levels at ACA will use the Common Core State Standards for English Language Arts and Mathematics, the Next Generation Science Standards, and the California History-Social Science Standards as a guide to developing and selecting curriculum for their students. ACA will also ensure that California standards and/or testing requirements for physical education are being adhered to and implemented. Students experience State Standards in multi-graded groupings in intermediate and middle school. Standards are presented to students in the Primary & Elementary grades (TK-3) in ability groupings and skill needs. Intermediate (4-6) will use state standards for the four core areas mentioned above for those grades. Middle school will use the seventh through eighth grade standards with their students. In math and language arts, curriculum is based on the grade level and/or age of the student. The student will be working at his/her ability level which may be above or below grade level.

Original curriculum and innovative instructional strategies will ensure ACA's ability to improve pupil learning and increase educational opportunities for all students, especially those performing below academic standards. Curriculum will be designed based on the Backward Design model,

which identifies the academic steps necessary for concept mastery. Using the Backward Design model, curriculum is developed by answering three vital questions: What academic concept is worthy and requires understanding? What is evidence of understanding that concept? What learning experiences and teaching promote understanding, interest and excellence within that concept? Teachers examine the learning goals, decide how students demonstrate learning through assessment and design learning experiences that will lead to understanding and mastery of the learning goals.

ACA's curriculum is also designed with an emphasis on student choice and interest, as well as formal and informal assessment. Mastery of basic academic concepts is the ultimate goal in each student's learning. Designing curriculum based on student interest and choice, fosters student ownership of learning. Curriculum develops meaning for students when they are involved in the design and planning of activities. A student becomes excited to explore a concept if he or she has chosen that concept and is more likely to invest time and effort.

Overall curriculum at ACA is based on three main learning philosophies. In accordance with these theories, curriculum will be introduced step-by-step, in a meaningful way and in alignment with the child's specific learning needs in order to obtain mastery of an individual academic concept. The use of these innovative instructional strategies provides parents with additional extended choice when deciding the educational path for their child.

The first of these philosophies is Howard Gardner's Multiple Intelligence theory in which learning strengths are identified in each student and curriculum is personalized in alignment with these strengths. Gardner's intelligence theory specifies eight distinct learning strengths including linguistic, logical-mathematical, spatial, bodily kinesthetic, musical, intrapersonal, interpersonal, and naturalist intelligences. Every student at ACA will be tested to find his or her unique combination of Gardner's intelligences and learning experiences will be tailored accordingly. For example, a single math concept can be taught using visuals, hands-on materials, rhythm, kinesthetic body movements, group exploration, or real-life experiences depending on the student's needs. Through this, the teacher is providing the student with a direct and meaningful connection with the academic concept.

The second learning philosophy utilized at ACA is Leslie Hart's Brain Compatible Learning, which insists that students must have a connection with the concept in order for learning to occur. The theory also places importance on the uniqueness of each student's learning experiences, which must be taken into account when designing curriculum. Much like the Multiple Intelligence theory, this method places great emphasis on the individual needs of each student. Each student brings his or her own schema to the classroom. Personal experiences and partially developed understanding can have an effect on the learning of a concept. Teachers at ACA will use student experiences as a way to develop student understanding. For example, when learning about famous places, it is important to start with something familiar to spark student recognition. As the student progresses through that area of curriculum, he or she can share other personal experiences that make those places relevant. Familiarity helps the students build upon existing schema. Teachers will try to create unique learning experiences that are meaningful to all students.

The third learning philosophy is Maria Montessori's Montessori Method, which introduces independent learning, self-sufficiency, peer teaching, and academic discovery. This method teaches children how to become life-long learners and deeply explore academic concepts on their own terms. With this method, teachers are facilitators to student learning and provide the student with the materials necessary for concept mastery to occur. For example, a teacher will introduce the student to a new task by using familiar materials, show the student the steps necessary to complete the task and then will allow the student to work through the task independently.

A few key characteristics of Montessori education offered at ACA includes uninterrupted work periods, multi-age groupings, peer teaching, curriculum work centers and one-on-one teaching. Students will be given the opportunity to explore concepts at their own pace and level of understanding. The Montessori Method also includes an emphasis on character building, which will be evident within ACA classrooms. Each child will be responsible for personal materials, classroom materials, and classroom etiquette.

ACA curriculum has been aligned to the State Standards and is available upon request. Attached in Appendix B is a description of Math curriculum for all grade levels, which is aligned to the Common Core State Standards.

### **DIFFERENTIATED PROGRAMS:**

The Administrative Team shall be responsible for ensuring and monitoring implementation of differentiated programs for low and high achieving students. ACA will meet the needs of students not achieving levels expected through individual academic plans, a variety of hands-on materials and individual instruction. Low achieving students will be *minimally* identified by CAASPP scores of Standard Nearly Met or Standard Not Met. Each case will be viewed on an individual basis. All students will be reviewed within a Student Study Team format.

Low performing students will not be pushed ahead of their understanding. Struggling students will be given tasks and materials that strengthen their skills in problematic areas. Low performing students will continue to work within a concept until mastery occurs. Each student will be taught at the point in the curriculum which he or she understands. Students will not be pushed ahead in order to "keep pace" with the group. Small group teaching and personalized instruction allow low performing students to be matched together to work through concepts with which they are struggling. Students will also benefit from one-on-one teaching provided by the Montessori Method and team teaching. Struggling students can receive necessary individual teaching while other students complete tasks independently or are involved with small groups directed by other teachers. Students may be given more time after third or sixth grade if deemed beneficial to the student by the teachers, parents and student.

ACA will identify and meet the needs of students who are academically high achieving by presenting material and formats which meet their learning strengths and beyond by giving opportunity to work above grade level expectations. High achieving students (those students scoring Standard Exceeded on the CAASPP) will be challenged with new concepts at ACA. If

the student has successfully achieved a certain content standard, the student will have the opportunity to work in the next level of that academic concept. Montessori materials allow students to work with concepts far beyond the state content standards for their grade level, especially in math. Once the student is familiar with a set of manipulatives, he or she can be taught a variety of tasks. For example, once a student can use a manipulative to successfully complete two-place static addition problems, they can use the same materials to complete more complex static addition and dynamic addition problems. Students will also be able to move ahead to higher grade level curriculum at any point in the year if ready.

## **ENGLISH LEARNERS OVERVIEW:**

The ACA Administrative Team shall be the experienced, credentialed, and responsible staff members for ensuring and monitoring implementation of ACA's English Learner program. The Charter School shall develop and implement procedures that support and promote the English Learner program and embrace English Learners at ACA. The Charter School will meet all applicable legal requirements for English Learners (or "EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

### **A. Home Language Survey**

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

### **B. English Language Proficiency Assessment**

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.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the ESEA for annual English proficiency testing.

### **C. Reclassification Procedures**

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent's opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix may be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

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

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

The instructional design model to be used by the Charter School places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers will be trained on a variety of instructional strategies to be used specifically with English Learners. These strategies include, but are not limited to the following techniques: Total Physical Response (TPR), Cooperative Learning, Language Experience Approach (also known as Dictated Stories), Dialogue Journals, and Academic Language Scaffolding.

English Learners (EL) will also receive personalized instruction. Curriculum can be adapted to meet both the language and academic needs of each EL student. With regards to language needs, the individual EL student will be given a plan to achieve proficiency in English, which will be monitored closely over time. Direct English instruction will be given via a pullout or push-in system, depending on teaching personnel and the proficiency of the student. Curriculum instruction will be given utilizing Specially Designed Academic Instruction in English (SDAIE) strategies, which employ the use of visuals, distinct speech and teacher modeling. EL students will be assessed separately for language and academic needs.

Students will be identified as English learners by the Language Survey upon school registration and the ELPAC evaluation. Primary and Elementary students will be given opportunity to participate in English Language Development activities as deemed necessary in the evaluation or daily work in the classroom. Students who are in Grades 4-8 will participate in ELD instruction and SDAIE (Specially Designed Academic Instruction in English) lessons as needed. Montessori activities are manipulative in nature and are not driven by language. Matching activities and control of error are two factors that are not language dependent for concepts to be understood. In Grades 4-8, teaching according to the student's learning strength allows for more opportunity for concepts to be understood at an optimal transfer. SDAIE strategies give the students more opportunity for repetition and alternative explanations and practice for necessary transfer for optimal learning to take place. All teachers are CLAD credentialed and are appropriately credentialed to teach and accommodate students who are English Learners. Translation services for parents will be provided and students will not be asked to translate information during parent conferences, etc. to ensure the privacy and confidentiality of student information.

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

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-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 parental program choice options.
- Monitoring availability of adequate resources.

## **SERVING STUDENTS WITH DISABILITIES:**

### OVERVIEW

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

The Charter School shall be its own local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School shall provide the District evidence of membership. 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.

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

The Charter School may seek resources and 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.

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

### SERVICES FOR STUDENTS UNDER THE “IDEA”

*The following description regarding how special education and related services shall 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 shall 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 shall be presented to the District upon request.*

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

### Staffing

All special education services at the Charter School shall 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 SELPA in-service training relating to special education.

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

### Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall 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 shall 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 shall 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, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

## IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Charter School Administration 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. 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, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

## IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP 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 shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

### Parent/Guardian Concerns and Complaints

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

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

### Due Process Hearings

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

### SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

### Funding

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

### SECTION 504 OF THE REHABILITATION ACT

The Charter School shall be solely responsible for complying with all requirements of Section 504, including but not limited to, holding Student Study Team meetings, developing and implementing Section 504 Accommodation Plans, and responding to complaints filed with the Office of Civil Rights.

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

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

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

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

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

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

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

## **MATERIALS AND TECHNOLOGY:**

The classroom materials at ACA will reflect all three of the main learning philosophies used to teach curriculum. The Montessori Method includes the use of certain hands-on manipulatives that allow students to explore a concept and develop their own understanding. Montessori materials can be used on many different academic concepts and give the students a sense of familiarity when working through the curriculum. With Montessori math, a student may learn

addition, subtraction, multiplication and division by using one single type of manipulative. In accordance with the Montessori Method, all learning materials are displayed on shelves, allowing the students to explore or use them as they are necessary for specified tasks. Classroom materials will also stress Gardner's Multiple Intelligence theory by reflecting the eight different styles of learning. With these materials, students tailor their learning to meet their own personal strengths. All math materials will be hands-on and students will use those that are most comfortable. Language arts materials will also include reading programs such as Lindamoodbell's *Seeing Stars* and *Verbalizing and Visualizing* program. Social studies and science curriculum will use exploratory materials with which the students can discover and create their own conclusions about the world around them.

Sensory motor integration will be infused into curriculum through movement, dance and physical activity. Students will practice certain concepts while working on gross motor movements that stimulate learning. For example, students can learn dances to music that teach the multiplication facts. Students will also be able to participate in yoga and *Brain Gym* sessions in order to learn focusing and calming techniques to better learning. Technology will also be used often in the classroom in order to meet the needs of all students. Educational computer programs, reading programs, word processing and slide show programs will introduce the students to new technology. Students will also explore limited internet access for research purposes and specific curriculum exploration. For instance, students can explore different countries and cultures by visiting teacher approved websites. Students will be given the opportunity to design web pages and create news broadcasts/webcasts and podcasts reflecting campus events.

### **CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES**

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

## ELEMENT 2: 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 subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

---

Students will demonstrate progress on the State Standards and State benchmarks through use of standards-based report cards skill cards which chronicle each child’s progress on the standards and benchmarks in math and language arts.

The Backward Design model of curriculum planning creates a specific measurable pupil outcome for every student, based on particular academic concepts. All academic tasks will lead to the eventual mastery of a measurable concept within each of the academic areas. Each student at each grade level will be expected to meet or exceed all of the State Standards. Students will be assessed regularly to determine the progress toward each of the State Standards through observation, performance-based tasks, formal written assessments and the Smarter Balanced CAASPP tests. The Charter School’s 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, pursuant to Education Code sections 47605(b)(5)(B) and 47607(a)(3).

Students will be evaluated on each standard by a four-point rubric scale. If no progress has been achieved, the student will continue to work with the concept, but different teaching methods will be employed to encourage student learning, and an additional teacher may re-introduce the concept. All students will be given the opportunity to master the individual levels of a concept. Each task will be assessed to track progress and interventions will be made as necessary to allow every student to understand the academic concept successfully.

Primary & Elementary (K-3): Upon exit of the Primary & Elementary classroom, the student will read at a basic level of proficiency or above as indicated on end of the year language arts assessments, will solve the four operations in math abstractly, as well as achieve a basic level of proficiency on end of the year math assessments, and write a complete paragraph according to Common Core State Standards.

Montessori curriculum design aligns with the State Standards expectations. Students will perform daily tasks in math, language arts, social studies and science which align with the State Standards criteria. Report Cards are State Standards-driven. Student progress will be explained in terms reflecting that criteria.

## **ATTENDANCE REQUIREMENTS:**

The Charter School student attendance policies are consistent with District policies to ensure that ACA students comply with California compulsory attendance requirements. Such policies shall be set forth in the ACA Family Handbook and shall include, but not be limited to, the Charter School's policies regarding student absences, tardies, etc. A copy of the ACA Family Handbook shall be provided to the District by August 15<sup>th</sup> each year.

## **SCHOOL-WIDE PERFORMANCE GOALS:**

By eighth grade, ACA students will be able to:

1. Communicate clearly and effectively with others orally and in writing in academic and social environments.
2. Work collaboratively and cooperate with others.
3. Demonstrate and apply mastery of academic content.
4. Organize materials and self.
5. Manage time effectively.
6. Accomplish goals.
7. Work independently.
8. Identify themselves as lifelong learners.
9. Demonstrate use of Lifeskills and Lifelong Guidelines in daily life.
10. Have and show respect to others and self, including respect to diversity.
11. Contribute to society and feel empowered to make change.
12. Demonstrate an understanding and appreciation of the Enrichment Program and the Arts.
13. Think creatively and innovate.

For each of the following school-wide performance goals, we will demonstrate how our curriculum addresses each of these goals through our guiding philosophies and use of state standards in each academic and non-academic area where appropriate at each grade level. (Please refer to our School-wide Performance Goals listed above and the "Antioch Charter Academy Goals, Outcomes and Assessment Matrix" which was attached to the initial Charter, and is incorporated by reference, to this Charter.

### **Goal #1 & 2 & 3: Work well with others; collaborate, cooperate, contribute, communicate. Master academic content.**

#### **General: Students will:**

- Participate in Classroom Meetings (All levels) Positive Discipline
- Assist each other during independent study (All levels) Brain Compatible Learning, (BCL).
- Use peace tables (All levels)
- Work in cooperative learning/peer groups/peer teaching (All levels)
- Be proactive, seek first to understand, then to be understood (MS)
- Able to hold conversations with peers and adults in and outside classroom (MS)

Able to lead and follow on group projects and work with any group of students (M.S)  
Thinks Win-Win  
Actively listens to maximize the information taken in

**Language Arts:**

Work with partner on editing (Brain Compatible Learning) (L.A. Standards)  
Participate in Young Author's Project - L.A. standards - all grade levels  
Participate in Literature Circle - L.A. standards - Intermediate & Middle School  
Work with a partner in writing exercises - L.A. standards - all grade levels  
Show mastery in writing (persuasive, narrative, informative, summary)-M.S.

**Math:**

Work with partner(s) in group - (BCL)  
Play math games with partner when asked (BCL), Montessori  
Assist partner in math problems when asked (Math standards), BCL  
Ask for help from partner (BCL)  
Show mastery of math content  
Write detailed explanations while problem solving real-world situations (M.S)

**Social Studies:**

Complete research projects with other research partners (4-6 and (7-8)  
BCL, State standards in Social Studies, Language Arts, Science, Math and Technology, Multiple Intelligence Theory (MI)  
Participate in community outreach projects - Montessori, BCL – all grade levels  
Interview adults for research (LA Standards, BCL, MI) Grades 4-8  
Work on various time line projects with a partner (Math standards, BCL) Gr. 4-8

**Science:**

Work with a partner during lab experiment (Science Standards, BCL) Grades 4-8  
Work with partner in completing assignments (Science and LA Standards, BCL) Grades 4-8  
Successful convey data and results (M.S.)

**Technology:**

Complete multimedia projects with research partners (LA, SS, Science, Math standards, BCL)  
Able to use technology to create and innovate

#### **Goal #4: Students will be able to organize materials and self**

##### **General: Students will:**

- Use reflection books (Primary & Elementary) Montessori
- Keep job materials organized on shelf (Primary & Elementary) Montessori
- Return reflection book daily, homework and Thursday folder weekly (Primary & Elementary)
- Organize and use Weekly Work Folders (Intermediate) Montessori
- Use and update student planner (Middle School) Montessori
- Keep binders organized (Intermediate & Middle School)
- Come to each group prepared with appropriate materials (All levels)
- Come to each group on time (All levels)
- Arrive at elective classes prepared and on time (Intermediate & Middle School)
- Arrive at school on time (All levels)
- Keep track of work and materials (All levels)
- Keep desk/cubby/locker organized (All levels)
- Meet deadlines and due dates for work (All levels)
- Maintain classroom job (Primary & Elementary & Intermediate)

##### **Language Arts: Students will:**

- Come to group with literature book and reading response journal (Int & MS)
- Come to reading group with materials (Primary & Elementary)
- Fill out reading log each day (Intermediate)
- Be able to follow format in Reading Response Journal given by teacher weekly. (Intermediate)
- Keep writing folder/portfolio with stories and tools for writing organized (Int. & M.S.)
- Keep track of spelling materials until end of week. (Intermediate)
- Meet deadline for Young Authors and Weekly Assignments (Int. & Middle School)
- Be able to use all language arts jobs properly and put them away. (Primary & Elementary) Montessori

##### **Math: Students will:**

- Turn in math work weekly (Int. & M.S.)
- Complete math jobs and report to teacher (Primary & Elementary) Montessori
- Put math binder in order twice weekly (Int.)
- Track math assessment scores weekly (Int.)

##### **Social Studies: Students will:**

- Organize information for project presentations (M.S.)
- Be able to assemble a research project once a trimester in an organized manner. (Int.)

Know where resources are and put back in right order, including internet.  
(Int. & M.S.)  
Use cultural materials properly & put away properly (Primary & Elementary)

**Science: Students will:**

Use science materials/jobs and put back on shelf properly (Primary & Elementary)  
Keep science work in science binder filed properly (Int. & M.S.)

**Technology: Students will:**

Be able to turn devices on and off and locate specific software programs  
(Primary & Elementary)  
Save labeled information in a labeled folder (Int. & M.S.)  
Save and keep track of personal flash drive or online drive. (M.S.)  
Return computer to proper place (All levels)

**Goal #5: Be able to manage time effectively**

**General: Students will:**

Use independent study time wisely (All levels) Montessori  
Meet deadlines and due dates (All levels) Montessori  
Create procedures to facilitate good time management plan (Int. & M.S.)  
Check parts of work as work progresses. (Int. & M.S.)  
Manage parts of the day to accomplish the day's jobs (Primary & Elementary) Montessori  
Report to all lessons on time (Primary & Elementary) Montessori  
Finish morning work before lunch (Primary & Elementary) Montessori  
Finish daily work by end of the day (Primary & Elementary) Montessori  
Finish weekly work by end of the week (Primary & Elementary & Intermediate)  
Montessori  
Takes the time during and after school to get work done (All)

**Language Arts: Students will:**

Be able to complete in-group and independent Language Arts work on time  
weekly (Int. & M.S.)  
Manage time to complete "Young Authors" book on time annually (All  
levels)  
Organize Reading & Journal Writing Time (RJW) time to include literature  
circle, journaling and reading times (M.S.)  
Organize Writer's Workshop time (M.S.)  
Decide number of pages to be read daily for literature. (M.S.)  
Complete Reading, Writing, Grammar and Making Words jobs on time  
daily (Primary & Elementary)  
Report to Lang. Arts: Reading and Phonics groups on time (Primary & Elementary)  
Montessori

**Math: Students will:**

Complete daily math jobs (Primary & Elementary) Montessori  
Complete and correct math homework assignments by group time.  
(Int.)  
Use work time in math class effectively (M.S.)  
Know when homework time is needed (M.S.)

**Social Studies: Students will:**

Complete cultural jobs on time daily (Primary & Elementary)  
Be able to coordinate components of a long-term Multiple-Intelligence project to completion, on time, one per trimester (Int.)  
Be prepared for thematic presentations (M.S.)

**Science:**

Complete science jobs on time daily (Primary & Elementary)  
Stay on task in science group to complete task(s) (Int. & M.S.)  
Complete Science Fair project (Int. & M.S.)

**Technology:**

Use computer for specified time (All levels)  
Plan use of classroom computers to complete projects on time. (All levels)  
Create time line to accomplish goals (Int. & M.S.)  
Manage limited computer availability (Int. & M.S.)  
Complete research projects/ presentation projects on time. (Int. & M.S.)

**Goal #6: Be able to accomplish goals**

**General: Students will:**

Begin with the end in mind, shows perseverance (M.S.)  
Complete work agreed upon by the student and teacher for the week  
(Primary & Elementary) Montessori  
Complete goals set forth in the reflection book by teacher and student (Primary & Elementary)  
Complete procedures set by the class at class meeting (Primary & Elementary)  
Set goals for each trimester during the report card conference. (Int. & M.S.)  
Discuss goals and methods to accomplish goals (Int. & M.S.)  
Set personal and social goals at beginning of year in each subject (M.S.)

**Language Arts: Students will:**

Create rubrics for writing projects (Intermediate)  
Create rubrics for Young Authors projects (Intermediate)  
Create rubrics for a journal response (Intermediate)  
Choose a Lang. Arts job and complete it (Primary & Elementary)

**Math: Students will:**

Set goals to increase achievement rate on assessments throughout the year. (Int.)

Create rubrics for math projects. (Intermediate)  
Evaluate math fact weaknesses and set goals to learn unlearned facts. (All levels)  
Chart personal progress in the planner (M.S.)  
Set steps to stay on pace (M.S.)

**Social Studies: Students will:**

Set cultural job goals for day or week (Primary & Elementary) Montessori  
Create rubric for Multiple Intelligence Research Project (Int.)  
Create rubrics for all Social Studies assignments per week, trimester, year (Int.)

Evaluate current research report rubric. (M.S.)

**Science: Students will:**

Set goal and complete science jobs for day or week (Primary & Elementary) Montessori  
Create rubrics for Science Fair Project (Int.)  
Set rubrics for science assignments. (Int.)  
Complete science fair project independently (M.S.)

**Technology: Students will:**

Assess their own needs and use peer, teacher and other resources to accomplish goals (Int. & M.S.)

**Goal #7: Be able to work independently**

**General: Students will:**

Complete morning work, daily work and weekly work (Primary & Elementary)  
Work without reminders to stay on task (All levels)  
Complete one task before beginning another task (Primary & Elementary)  
Manage time effectively without the aid of a teacher or another student (All levels)  
Choose task order without the help of a teacher (All levels)  
Accomplish learning goals each week by gathering work, completing it and having it signed off by a teacher weekly. (Int.)  
Be able to complete some work independently (All levels)  
Come to groups on time without reminders. (All levels)  
Know what to do when you think you cannot continue working. (All levels)  
Check online for assignments (Middle School)  
Know when to ask for help (All levels)

**Language Arts: Students will:**

Complete Reading Response Journal work weekly. (Int.)  
Read for 50 min. at SSR (Int. & M.S.)  
Write a poem, paragraph, or essay independently. (Int. & M.S.)  
Write a complete sentence (All levels)  
Write a Young Authors Book/Portfolio (All levels)

Read and journal during RJW (Reading and Journal writing time) (M.S.)  
Complete writing assignments (All levels)  
Evaluate their own L.A. group independently based on rubric (M.S.)  
Complete reading log entry daily (Int. & MS)  
Complete independent reading & worksheet for “40 Book Challenge” (Int. & M.S.)  
Complete reading goal each trimester (M.S.)

**Math: Students will:**

Complete some math jobs independently (Primary & Elementary)  
Complete math homework weekly (Int.)  
Take weekly math assessments independently (Int.)  
Take C.P.M math unit assessments independently (M.S.)  
Complete math packets/units (M.S.)

**Social Studies: Students will:**

Complete cultural jobs independently (Primary & Elementary)  
Complete at least one component of the Multiple Intelligence Research Project independently (Int.)  
Complete parts of a theme-based research project independently (M.S.)  
Complete geographical and historical reports independently. (M.S.)

**Science: Students will:**

Complete science jobs independently (Primary & Elementary)  
Complete science experiments independently (Int. & M.S.)  
Complete science fair project independently (Int. & M.S.)  
Complete reading assignments at beginning of class (M.S.)  
Complete unit tests independently. (M.S.)

**Technology: Students will:**

Learn keyboarding skills (All levels)  
Learn research skills and internet safety (All levels)  
Set and meet goals with online programs (Int. & M.S.)

**Goal #8: Identify themselves as lifelong learners**

**General: Students will:**

Is curious and asks questions (All levels)  
Manage work time effectively (All levels)  
Show responsibility by reporting to groups/meetings/work on time (All levels)  
Each student chooses science and cultural curriculum that is interesting to him/her (All levels)  
Choose tasks that spark excitement or interest (All levels)  
Choose materials that are appropriate to the task and their own personal learning style (All levels)

Set long-range goals including higher education and career options (Int. & MS)  
Write journal entries about personal life goals (Int. & MS)  
Complete one career development unit (MS)  
Learns outside of required knowledge (MS)  
Shows open-mindedness, experiences new things (MS)  
Thinks of constructive criticism as a positive and uses it to make revisions (MS)

**Language Arts: Students will:**

Reflect in journals about how LA skills are needed and present in careers. (All levels)  
Reflect in journals/discuss how LA skills are important throughout life (All levels)  
Reflect in journal on own LA skills (MS)  
Reflect verbally or in writing about how we can learn throughout our lives. (All levels)  
Explore and reflect how reading, writing, speaking and listening help us learn throughout our lives. (Int. & MS)

**Math: Students will:**

Write reflections about how math is important throughout their lives (Int. & MS)  
Talk about how math can be used now and when older (Primary & Elementary)  
Discuss math needed for life and various careers (Int. & MS)  
Use the problem solving process (Int. & MS)  
See math in nature, science, logic, and other disciplines (Int. & MS)  
Play math games (All levels)

**Social Studies: Students will:**

See and use the M.I. research projects as springboards to becoming lifelong learners (Int.)  
Explore careers in geography and use geographical skills in life (All levels)  
Reflect and discuss next step of current events

**Science: Students will:**

Write journal entries about why it is important to keep learning science (Int. & MS)  
Show interest and excitement in hands-on science lessons (All levels)  
Reflect verbally or in writing on science in careers (All levels)  
Set long-term science learning goals (Int. & MS)  
Create a plan for their own life about how they will protect the environment. (Int. & MS)

**Technology: Students will:**

Keep up with advances in technology and be able to use word processing and spreadsheet

software, and develop computer related skills (i.e. web research, web design, etc.) (All levels)

Discuss how technology is needed and present in careers. (Int. & MS)

Set long-term technological goals for their lives (Int. & MS)

Write reflections about how technology is important throughout their lives (Int. & MS)

Discuss implications of technology (MS)

### **Goal #9: Demonstrate use of lifeskills and lifelong guidelines in daily life**

#### **General: Students will:**

Use life skills in class meeting to solve conflicts and assign natural/logical consequences (All levels)

Cooperate with peers in group settings, when peer teaching and in daily work time (All levels)

Complete a Lifelong Guideline or Lifeskill project weekly (Int.)

Practice Lifelong Guidelines and Lifeskills in daily interactions with others (All levels)

Teach others to use LLGs and Lifeskills. (All levels)

Use democratic problem-solving process throughout school including class meetings (All levels)

Use LLG and Lifeskills in groups, at school and at home (All levels)

Participate in discussions on Lifelong Guidelines (MS)

Interact respectfully with other age groups during lunch, electives and Friday program (All levels)

#### **Language Arts: Students will:**

Read books and complete activities depicting the lifeskills (Primary & Elementary)

Write journal entries about the LLG's and Lifeskills daily or weekly (Int.)

Take notes/reflect on how they or others have used lifeskills and could improve (Int.)

Use LLG's and Lifeskills in LA groups (Int.)

Write and reflect knowledge of LLG's and Lifeskills (Int. & MS)

Use Lifeskills in literature groups (Int. & MS)

#### **Math: Students will:**

Create math manipulatives for others (Int.)

Solve real-life math problems for real-life situations (Int.)

Support each other's' math growth (Int. & MS)

Show understanding of others' strengths and weaknesses in math (All levels)

#### **Social Studies: Students will:**

Use lifeskills when learning about the different cultures around the world and how their customs are different from our own (Primary & Elementary)

Use lifeskills when doing collaborative parts of MI projects. (Int.)

Create research projects using Lifeskills (Int. & MS)

Reflect on how lifeskills were used or should have been used in historical events (Int. & MS)

Create presentations using lifeskills (MS)

**Science: Students will:**

- Use lifeskills to collaborate with Science partners (All levels)
- Reflect on how scientists use LLGs and Lifeskills (Int. & MS)
- Share and maintain limited science equipment (All levels)
- Work in groups to complete lab experiments (Int. & MS)

**Technology: Students will:**

- Share limited multi-media equipment and take care of the equipment (All levels)

**Goal #10: Have and show respect to others and self, including respect to diversity**

**General: Students will:**

- Reflect respect for others in their behavior (All levels)
- Discuss importance of differences in class meeting (Primary & Elementary)
- Take care of classroom environment and materials (All levels)
- Treat others the way they would like to be treated (All levels)
- Strive for personal best in all areas academically and non-academically (All levels)
- Takes time to take care for and renew self (MS)
- Quick to listen, slow to speak, and listens respectfully to others (MS)

**Language Arts: Students will:**

- Reflect their respect for others in their writing. (Int. & MS)
- Read culturally diverse literature (Int. & MS)
- Listen to culturally diverse stories (Primary & Elementary)
- Use active listening when others are speaking or presenting (All levels)

**Math: Students will:**

- Take care of math materials (All levels)
- Research culturally diverse math contributions (Int. & MS)
- Use active listening when others are presenting (Int. & MS)

**Social Studies: Students will:**

- Discuss different cultures, individual customs and how they relate to each student (Primary & Elementary)
- Share cultural artifacts from students' own culture (Primary & Elementary)
- Celebrate differences in the classroom (by ability, race, and ethnic background) by reading books, writing stories and sharing multicultural experiences. (Primary & Elementary)
- Participate in a multi-cultural day: a celebration of the cultures in our classroom, the customs, foods and traditions (Primary & Elementary)
- Use active listening while others are presenting. (Int. and MS)
- Participate in cultural day at least once every 3 years (All levels)
- Have respectful conversations about issues past and present involving diversity (Int. & M.S.)

**Science: Students will:**

- Take care of science materials (All levels)
- Use active listening when others are presenting (Int. & MS)
- Have respectful discussions about controversial topics (M.S.)

**Technology: Students will:**

- Use technology, computers, calculators, etc. with care. (All levels)
- Observe time limits with computers (All levels)
- Use Lifelong Guidelines and Lifeskills when using the computer (All levels)
- Use active listening during presentations using technology (M.S.)

**Goal #11: Be able to contribute to society and feel empowered to make change****General: Students will:**

- Set and change classroom rules, set classroom consequences, plan events, discuss ways to improve class and school (All levels)
- Keep class clean and organized, showing they can make a difference (All levels)
- Have freedom to use restrooms, sharpen pencils, get water, choose daily tasks (All levels)
- Use agenda at classroom meetings (All levels)
- Express academic needs (All levels)
- Have input into curriculum each year with regard to themes and electives (Int. & MS)
- Take charge of own learning and decide on plan to get there (All levels)
- Suggests/shares ideas for positive change (All levels)

**Language Arts: Students will:**

- Voice their opinions in their speaking and writing (All levels)
- Choose writing topics (Int. & MS)
- Choose literature books (Int. & MS)
- Choose Young Author's topic (Intermediate)
- Contributes during internships/job shadows (MS)

**Math: Students will:**

- Request help to meet math needs (MS)
- Voice opinions on preferred methods of problem solving (MS)
- Make choices in the assignments used to practice concepts (MS)

**Social Studies: Students will:**

- Choose topics for some of their MI Research projects, and make choices within each intelligence for that same project. (Int.)
- Complete service learning projects –SPA-(Int. & MS)
- Participate in debates and put solutions into action (Int.)
- Participate in current event projects that will affect their communities (MS)

**Science: Students will:**

- Complete a service learning project that effects change (Int.)
- Participate in a debate on a real local environmental issue and propose change. (Int.)
- Give input into science curriculum yearly. (Int.)
- Choose personal Science Fair project (MS)

**Technology: Students will:**

- Express personal technology needs for equipment or training (Int. & MS)
- Have input into what technology purchases are made (MS)

**Goal #12: Demonstrate an understanding and appreciation of the Enrichment Program and the Arts**

## General: Students will:

- Exhibit excitement, creativity, self-awareness, and participation in the Enrichment Program(s) and the Arts
- Pay attention in Enrichment classes
- Listens during performances
- Attend night performances/Showcase, has great attendance
- Works to improve/enhance Enrichment program

**Goal #13: Be able to think creatively and innovate**

## General: Students will:

- Exhibit creativity in All subjects
- Make connections across subject areas
- Innovate in understanding performances
- Verbalizes connections across concepts and curriculum
- Takes a familiar topic in a new direction, solves problems in new ways
- Comes up with original ideas, suggests new/different ideas, creates what they imagine
- Has innovate/creative solutions in Human Centered Design and Entrepreneur units (MS)

Exit outcomes and performance goals may need to be modified over time due to population change, state requirements or school observation of student needs. Individual teachers, students and staff will discuss and make adjustments as needed.

**CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES**

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the following is a table describing the Charter School’s annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control Accountability Plan ("LCAP")

The Charter School shall annually update and develop the Local Control Accountability Plan (LCAP) in accordance with Education Code Section 47606.5, shall use the LCAP template adopted by the 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 term. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

State Priority 1: Basic Conditions of Learning		
Goal	Actions	Measurable Outcomes
To have qualified credentialed teachers partner together in grade level clusters with approximately 20 students per teacher in multi-age settings (TK-K, 1 <sup>st</sup> -3 <sup>rd</sup> , 4 <sup>th</sup> -6 <sup>th</sup> , 7 <sup>th</sup> -8 <sup>th</sup> ).	<ul style="list-style-type: none"> <li>- Hire teachers with valid CA teaching credential.</li> <li>- Group students into multi-age level groupings.</li> <li>- Encourage team teaching and collaborative lesson planning</li> </ul>	<p>100% of teachers of core academic subjects will hold a valid CA teaching credential.</p> <p>Grade levels will be organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th with approximately 20 students per teacher.</p>

	- Provide common planning time for collaboration amongst teachers and across grade levels by hiring Wonderful Wednesday staff	
--	---	--

State Priority 2: Implementation of Common Core Standards		
Goal	Actions	Measurable Outcomes
To develop curriculum and assessments for language arts and math instruction that align with the Common Core Standards.	Align local assessments to reflect Common Core Standards for each grade level.	Curriculum and assessments reflect the Common Core Standards

State Priority 3: Parental Involvement		
Goal	Actions	Measurable Outcomes
To include parents as a vital part of our school's dynamics and making them partners in their child's education.	<ul style="list-style-type: none"> <li>- Encourage parent volunteering and offer a wide variety of volunteering options.</li> <li>- Maintain the community network "The Family Network" through a Family Network Board made up of parents and community members.</li> <li>- Offer parent education on school programs, philosophies, and curriculum through Parent Education Program meetings, 2<sup>nd</sup> Cup of Coffee meetings, and archived videos available on the ACA website</li> <li>- Offer varying methods of communication to meet the communication needs of all families.</li> </ul>	<p>Provide parent education meetings regularly on school philosophies, programs, and/or curriculum.</p> <p>Parent volunteer hours recorded in volunteer log</p>

State Priority 4: Pupil Achievement		
Goal	Actions	Measurable Outcomes
Students will show progress towards or meet grade level standards in math.	Bridge math curriculum between the levels.	Student achievement on local assessments will demonstrate growth.

	<p>Continue to institute new research-based math programs, trainings, and materials based on student needs.</p> <p>Identify all students not performing at Proficient or above on CAASPP/local assessments.</p> <p>Track progress/ development of each student’s math skills over time.</p> <p>Train new staff in Lindamoodbell On Cloud Nine</p> <p>Offer RtI interventions and On Cloud Nine small group support for At-risk and struggling students.</p>	<p>DASHBOARD STATE INDICATOR: Academic Math</p>
<p>Students will show progress towards or meet grade level standards in English Language Arts.</p>	<p>Offer RtI intervention and Seeing Stars or Visualizing &amp; Verbalizing small group support for At-risk and struggling students.</p> <p>Maintain alignment of all reading instruction with Common Core Standards.</p> <p>Utilize Seeing Stars and Visualizing &amp; Verbalizing techniques in everyday reading instruction.</p> <p>Train new staff in Lindamoodbell Seeing Stars and Visualizing/Verbalizing</p>	<p>Student growth in reading will increase annually as measured by such assessments as the CAASPP test, Basic Reading Inventory and/or STAR test scores.</p> <p>DASHBOARD STATE INDICATOR: Academic Language Arts</p> <p>DASHBOARD STATE INDICATOR: English Learner Progress Rate</p>

State Priority 5: Pupil Engagement		
Goal	Actions	Measurable Outcomes
To present a highly successful program for all students through critical thinking activities, acknowledging individual strengths, and awareness and celebration of diverse learning styles.	<p>Tailor instruction and curriculum to meet the diverse needs of individual students.</p> <p>Track student absences and inform parents as their student approaches or exceeds 10 absences.</p> <p>Utilize the ACA SARB board to create a student attendance plan for students who have an excessive amount of absences.</p>	<p>90% or better attendance rate each year.</p> <p>STATE INDICATOR (FALL 2018) Chronic Absentee</p>

State Priority 6: School Climate		
Goal	Actions	Measurable Outcomes
To create classroom settings that address individual needs with regards to academics, emotional and physical structure, and time management.	<p>Maintain small class sizes of approximately 20 students or less.</p> <p>Offer empowerment for self and others through Positive Discipline which encourages respect for the individual, peers, and the environment.</p> <p>Empower learners through Brain Compatible learning to internalize concepts through repetition, absence of threat, immediate feedback, and adequate time.</p> <p>Work to achieve mastery of basic academic concepts and ownership by designing curriculum based on student strengths, interest, and choice.</p>	<p>STATE INDICATOR: Suspension Rate</p>

	Teach and demonstrate the use of Lifeskills and Lifelong guidelines. Encourage cross grade level interactions through the use of School Families and whole school activities.	
--	---	--

State Priority 7: Course Action		
Goal	Actions	Measurable Outcomes
To create unique learning experiences in all subject areas that are meaningful to all students.	All academic content areas and all curricular activities will be available to all students, including student subgroups, at all grade levels.	All students, including all student subgroups and students with exceptional needs, will have access to and enroll in our academic and educational program.

State Priority 8: Other Pupil Outcomes		
Goal	Actions	Measurable Outcomes
To provide mastery of basic concepts and ownership of student learning by designing curriculum based on student interest and choice. To assess students based on measures of the Common Core State Standards. To assess all students in progress toward the ACA Graduate Goals.	Maintain alignment of Language arts and Math instruction with Common Core State Standards	Student achievement on local assessments will increase.
	Offer RtI intervention and Seeing Stars or Visualizing & Verbalizing small group support for At-risk and struggling students in language arts.	Student participation in school enrichment program, Grades K-8 (Wonderful Wednesday)
	Offer RtI interventions and On Cloud Nine small group support for At-risk and struggling students in math.	All students in grades 4th - 8th will participate in elective courses offered that year.

Maintain emphasis on enrichment instruction through Wonderful Wednesday classes, which include art, music, PE, and Personal Safety, and a variety of elective courses.	
--	--

### **ELEMENT 3: METHOD OF MEASURING STUDENT OUTCOMES**

*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).*

---

*Cycle of Assessment – “We begin with the end in mind.”*

In addition to the assessments listed for student performance goals, assessment will consist of:

1. Portfolios of student work containing evidence of mastery
2. A State Standards-based and narrative progress report to be given at the end of each trimester, which is an in-depth comprehensive evaluation to be completed at the end of each trimester. This documentation includes information gathered from an individual formal assessment process, on-going collaborative discussion between parents, teachers and students. This includes assessment of progress and establishment of goals.
3. Formal parent/teacher/student conferences at least once a year and as needed
4. Student self-assessment

Students in all grades will be assessed using the State Standards and Benchmarks for mastery and understanding of concepts. All academic tasks will lead to the eventual mastery of a measurable concept within each of the academic areas. Students will also be assessed on their daily work tasks through standards based rubrics that align with the report card four-point rubric scale. Students will be assessed regularly to determine progress toward each of the standards through observation of understanding, performance-based tasks, formal written assessments and Smarter Balanced CAASPP tests. Narrative and standards based report cards will be issued after each trimester which reflects a four-point scale of understanding. Yearly work portfolios will also reflect understanding of concepts at the culmination of each school year. Standards based assessments will adhere to the standards based four-point report card rubric. A score of 1 reflects below grade level mastery, a score of 2 reflects approaching grade level mastery, a score of 3 reflects grade level mastery, and a score of 4 reflects above grade level mastery. At the end of each school year, students are expected to have achieved grade level mastery in each core academic area.

Assessment results will give teachers a reflection of student progress and help create a plan for future curriculum and instruction. If insufficient progress has been achieved, the student will continue to work with the concept, but different teaching methods will be employed to encourage student learning and an additional teacher may re-introduce the concept. Each task will be assessed to track progress and interventions will be made as necessary to allow every student to understand the academic concept successfully. An individual instructional plan with modifications will be made for students who do not reflect grade level mastery or better.

Assessment is also a very important component in the Backward Design model. Performance-based assessments provide teachers with an accurate view of student progress and understanding. Teachers can identify strengths and weaknesses in student learning by watching him or her complete a task or by asking the student to “teach” the task to the teacher. Curriculum can then be modified or restructured in order to meet the learning needs of individual students.

The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element 2 of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Assessments will include multiple, valid and reliable measures using traditional/alternative tools.

### **ASSESSMENTS - KINDERGARTEN – EIGHTH GRADE**

1. ABC Inventory to Determine Kindergarten & School Readiness (Normand Adair and George Bleshch)
2. ABC Inventory to Determine First Grade Readiness (Normand Adair and George Bleshch)
3. TIMI Test (Teele Inventory for Multiple Intelligences): For identification of learning style.
4. Brigance District Kindergarten Assessment
5. San Diego Reading Inventory
6. Classroom Reading Inventory (Nicholas Silvaroli)
7. Beery-Buktenica Developmental Test of Visual Motor Integration – Sixth Edition
8. Test of Word Reading Efficiency – Second Edition
9. Montessori Made Manageable Math Cards
10. Teacher Made Assessments
11. CAT 6
12. STAR Reading Test, Online tests (MobyMax, Khan,)

The following methods of assessment will be used to assess our School Wide Performance Goals:

- Teacher Observation
- Teacher-Developed assessments
- Embedded assessments for performance-based activities
- Portfolio Assessment
- Standardized Tests (CAASPP, ELPAC and PFT)
- CPM Testing for Middle School Math
- STAR Computerized Reading Level tests
- Rubrics that reflect a holistic approach to grading
- Standards-based report card given each trimester which reflects minimal required performance level necessary to obtain each of the standards
- Narrative portion on report card reflecting accomplishments and goals
- Student self-assessment

Plan for collecting, analyzing and reporting student data to staff, parents and the District:

- Teachers and students collect samples of best work for a portfolio.
- Teachers analyze work and student goals to be reported on the standards-based and narrative report card every trimester.
- Report cards are sent to parents, made available to staff and district upon request.

## **ASSESSMENT AND CAASPP TESTING**

The Charter School shall establish guidelines and expectations for all student achievement at each grade level in order to establish criteria for assessment and provide successful transition to a traditional high school program, or to continue in ACA's program. The Charter School shall develop a system of assessment procedures and measurement tools that provide objective, comparable written assessments in order to determine student comprehension of State competencies required for successful transition into the ninth (9th) grade.

The Charter School shall annually notify the District in writing at least thirty (30) calendar days in advance of the date and location of CAASPP testing, and the total number of CAASPP tests to be administered to ACA pupils. The Charter School shall provide the District with individual pupil and school-wide CAASPP test results separately tabulated for all pupils enrolled in ACA. The Charter School shall institute measures to ensure the security of all testing materials.

## **SCHOOL ACCOUNTABILITY REPORT CARD ("SARC")**

On or before February 1 of each year, the Charter School will post the ACA SARC on the California Department of Education ("CDE") SARC Web site, using the SARC template developed by the CDE. The Charter School will include the following elements and may present additional pertinent information at its discretion:

- A. Contact information for the ACA, including school name, Administrative Team member, street address, phone and fax numbers, e-mail address, and CDS code.
- B. School description and mission statement.
- C. Description of opportunities for parent involvement.
- D. Demographic information, including numbers of students in each grade level, and number and percentage of students in each racial and ethnic subgroup as reported by CBEDS.
- E. Description of ACA school climate and safety, including the content and currency of the comprehensive safety plan, the Charter School's efforts to create and maintain a positive learning environment, and the number and percentage of suspensions and expulsions of the total enrollment.
- F. Academic data, including (1) the percentage of students achieving at the Standards Met or Standards Exceeded level on the CAASPP by subject, both school wide and by significant subgroups, (2) percentage of students scoring at or above the 50th percentile by subject, both school wide and by significant subgroups, (3) percentage of students

meeting fitness standards in total and by gender on the California Physical Fitness Test, (4) data from local assessments, if available, reporting the percentage of students meeting or exceeding a standard.

- G. Average class size.
- H. Number of teachers as reported by CBEDS.
- I. Information about the procedures and criteria for teacher evaluations.
- J. Information about the structure of ACA's instructional program, including professional development, number of instructional minutes offered, and number of and reasons for minimum day schedules.
- K. Teacher and administrative salaries, percent of budget for teacher salaries and percent of budget for administrative salaries.
- L. Total dollars spent by the Charter School and dollars spent per student.
- M. Data regarding parent, student, and staff satisfaction with ACA.

## **ANNUAL UPDATE**

By the end of September each year, the Charter School may submit an annual update to the District for the prior year that examines the following:

- A. CAASPP results both in aggregate and disaggregated by numerically significant subgroups.
- B. Progress made toward each of the educational goals and student outcomes identified in the charter.
- C. Results of any additional internal assessments used by the Charter School.
- D. Plans to address areas identified as needing improvement by the Charter School.
- E. Evidence that the Charter School is financially sound.

## **INDEPENDENT STUDY**

To the extent that ACA provides instruction through independent study, it will meet all requirements of law applicable to independent study, including but not limited to the use of individual student master agreements describing the frequency of contact, student/teacher ratios, and evaluation of student work for time value.

## **ELEMENT 4: 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. Nonprofit Public Benefit Corporation**

The Charter School shall be a directly funded independent charter school and shall be operated by the Learner-Centered School, Inc., a California non-profit public benefit corporation, pursuant to California law.

The Learner-Centered School, Inc. (also referred to as “Corporation” in this Charter), a California Nonprofit Public Benefit Corporation with 501(c)(3) status, shall operate ACA autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public 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. The District shall also not be liable for claims arising from the performance of acts, errors, or omissions by the Charter School.

The Corporation’s Articles of Incorporation and Bylaws are attached to this Charter.

### **B. Board of Directors/Charter Council**

ACA will be governed by the Corporation’s Board of Directors, which shall be consistent with the terms of this charter, and shall also be known as the “Charter Council.”

We have restructured our Charter Council to be comprised solely of parents and community members. The Charter Council does not include any board member positions for administrators or teachers of the school.

The Charter Council shall consist of five (5) voting members, and be comprised of parents of current Charter School students (ACA and ACA II) and members of the community. The District’s Board may appoint a District representative, to be determined by the District, to serve solely as the District’s liaison and contact person with the Charter School, but not as a member of its Board of Directors. Notwithstanding any rule, regulation, provision, or Corporation Bylaw to the contrary, the Corporation, its Charter Council, and ACA shall at all times and in all respects comply with the Ralph M. Brown Act, the Public Records Act, and applicable conflict of interest laws generally applicable to public agencies, including but not limited to, Government Code section 1090 and the Political Reform Act.

Appointments to the Charter Council will follow the nomination and election process outlined in the Bylaws. The Charter Council will meet on a regular basis (e.g., monthly). The Charter Council has adopted policies and procedures regarding self-dealing and conflicts of interest. The Charter Council may initiate and carry out any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the mission, vision, philosophies and purposes for which the charter school is established.

When considering the appointment of new Charter Council members, the Charter Council shall consider whether potential candidates exhibit the following qualities:

- Belief in the school’s mission and vision
- Being supportive of the Educational Philosophies of the charter school
- Proactive growth in gaining a broad knowledge of the charter school and the charter school movement
- Teamwork
- Willingness to actively promote the charter school in the community
- Familiarity with the charter school’s legal documents including, but not limited to, the Charter Document, MOU with sponsoring agency, and Corporate Bylaws.
- Active involvement in the school community (i.e. school site events)

Charter Council members shall serve a term of two years. No Charter Council member may serve more than three consecutive terms. After serving three consecutive terms, an individual must take one year off before being appointed again.

At the Charter School’s sole expense, Charter Council members may attend state charter school conferences and workshops to obtain necessary training to ensure they have a solid understanding of all major areas of school governance and operations. The Charter Council 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.

### **C. Charter Council Duties**

The Charter Council will meet regularly, as specified in the Bylaws, and in accordance with the Brown Act. The Charter Council is fully responsible for the operation and fiscal affairs of ACA including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Administrative Team.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies of ACA.
- Approve and monitor ACA’s annual budget and budget revisions.
- Act as a fiscal agent. This includes the receipt of funds for the operation of ACA in accordance with charter school laws and the receipt of grants and donations consistent with the mission of ACA.
- Contract with an external independent auditor to produce an annual financial audit

- according to generally accepted accounting practices.
- Establish committees as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Strategic Planning.
- Approve the school calendar and schedule of Charter Council meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary for District consideration.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

All Charter Council meetings shall comply with the Brown Act.

The Charter School has adopted a conflict of interest code which shall comply with all conflict of interest laws applicable to public agencies, including but not limited to Government Code section 1090 and the Political Reform Act.

The Charter Council 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 and performance audits, appointment and removal Charter Council members and the adoption of Charter Council policies. The Charter Council 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 Charter Council 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 Charter Council members.

#### **D. Staff/Teacher Participation**

##### Steering Committee

The Steering Committee is comprised of all teachers, the Financial Director and the Office Manager / Operations Manager. The Steering Committee develops and mentors new leaders to be educational entrepreneurs who will lead the school into the future. Their mission is to communicate and protect the Vision and Mission of the school by educating and promoting community among the internal stakeholders while keeping the ‘big picture’ and the 21st century learner at the center of all decisions.

The Steering Committee uses four distinct processes to make decisions: Autocratic, Consultative, Democratic, and Consensus, with the most important decisions made through a consensus model. Decisions made by the Steering Committee are brought to the Charter Council for discussion and final approval.

### **E. The Administrative Team**

ACA's current Administrative Team includes the following staff: Marianne Dubitsky, Kevin Fuller, Edna Heller, Todd Heller, Sarah McLean, and Elisa McCutcheon. Staff members assigned to the Administrative Team are referred to as Co-Administrators and may change if needed due to staffing changes or re-assignment. Should members change on the Administrative Team, ACA will notify the District within 30 days.

The Co-Administrators, in conjunction with staff, will lead a community committed to upholding the charter, vision, and mission of our organization. The Co-Administrators will provide strategic and instructional leadership in a support position for students and staff, as well as oversee management of the day-to-day operations of the campus and provide classroom instruction and expertise. Within a collaborative, consensus-based decision making model, the Co-Administrators will work closely as a team, with other Co-Administrators and staff, to provide mentorship for students and staff, ensure a high level of academic achievement for all students, communicate with all members of the school community, and maintain a positive school culture. The Co-Administrators, in conjunction with staff, will be held accountable for communicating progress toward goals, programs and policies, and day-to-day operations with the school's governing board, the Charter Council.

The Administrative Team shall report directly to the Charter Council, and is responsible for the orderly operation of the school and the supervision of all employees in the school. The Administrative Team is to perform assigned tasks directed from the Charter Council and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the charter school enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the Charter Council
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the School.
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Charter Council
- Complete and submit required documents as requested or required by the charter and/or

Charter Council and/or the District

- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote and publish the ACA Program in the community and promote positive public relations and interact effectively with media
- Encourage and support teachers on on-going professional development
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues once monthly or as otherwise agreed upon
- Provide all necessary financial reports as required for proper ADA reporting
- Develop the School annual performance report, the SARC, and LCAP
- Present fiscal audit to the Charter Council and after review by the Charter Council present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline and participate in the student suspension and expulsion process as defined in Element 10 (Suspension and Expulsion Procedures) of the charter document
- Participate in special education meetings as necessary
- Provide classroom instruction to Academy students

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Charter Council to a business administrator of the Charter School or other employee, or to a qualified third party provider. ACA may contract with the District for business/administrative services subject to the terms and limitations set forth in an MOU.

## **F. Parent Involvement**

Parent involvement is an integral part of the mission of ACA. From the inception of our school, parents at ACA have given countless hours to ensure the continued success of our program. In addition to serving on the Charter Council, parents are encouraged to participate in the governance and educational programs of ACA through involvement in the Family Network. The Network includes a board of parent leaders providing mentoring opportunities, volunteer opportunities, and fundraising efforts to assist in the day to day operations of ACA.

ACA also relies on parent volunteers to assist in the development and ongoing success of our program. Families are encouraged, but not required, to donate 40 hours of volunteer time per year to our school. Volunteer opportunities include campus beautification, field trip chaperoning,

elective teaching, party planning, fundraising efforts, student birthday celebrations, and classroom support.

## **ELEMENT 5: 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).*

---

All full-time and part-time teachers must have an appropriate Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold for the core subjects which they are teaching. As allowed by California statute, flexibility will be given to non-core, non-college preparatory teachers (Education Code Section 47605(l)).

Core academic subject areas are: language arts, mathematics, science, and social science. Teachers of non-core academic subjects must have demonstrated expertise of the area in which they teach.

Teachers may be recruited from school districts and from credential programs at area colleges such as California State University and Saint Mary's College of California. The ultimate goal is to compose a staff that reflects the diverse needs of the student population in Antioch. A well-balanced staff of veteran and new teachers brings accumulated wisdom and innovation to the work environment. All teachers will be team teaching and should be familiar with Gardner's Multiple Intelligence theory and the Montessori Method to create new curriculum for ACA students. In order for student's needs to be best met, all teachers must believe in the vision of ACA and must be willing to shape curriculum to meet the needs of all students.

The Charter School shall ensure that ACA paraprofessional employees also comply with applicable ESEA requirements.

Administrative team members will be hired based on demonstrated expertise and work experience in the areas of educational leadership, accounting, finance, budgeting, audit, community relations, facilities management, grant writing, and organizational management. Key positions of the Administrative Team include:

1. Co-Administrators - minimum qualifications for teachers serving as Co-Administrators include: a bachelor's degree, a teaching credential, 5 -7 years teaching experience, experience in school leadership, a collaborative and consensus leadership style, strong oral and written communication skills, entrepreneurial and visionary thinker, and commitment to the mission and vision of the Charter School.
2. Financial Director - minimum qualifications include: a bachelor's degree with two years of relevant experience, demonstrated ability to be detail-oriented and highly organized, excellent interpersonal and communication skills, strong PC-based computer skills, and the ability to proactively manage multiple critical deadlines in a highly analytical, entrepreneurial environment.

Office and Clerical staff will be hired on an as-needed basis and will have demonstrated experience in the areas of word processing, data entry, typing, filing, and communications. Office Manager / Operations Manager minimum qualifications include an AA degree or equivalent work experience, strong time management and organizational skills, and the ability to work independently and with a team. Proficiency with Microsoft Office software and experience in an administrative support position preferable.

Custodial staff may be required to meet the guidelines as established through the District Maintenance Department for a part-time substitute custodial position.

## **ELEMENT 6: 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 include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

---

In order to provide safety for all students and staff, the Charter School shall implement full health and safety procedures and risk management policies at the ACA school site in consultation with its insurance carriers and risk management experts. The Administrative Team shall be responsible for ensuring that all health and safety requirements are being fully monitored and implemented. These policies will be incorporated into the Charter School's Family and Staff handbooks and will be reviewed on an ongoing basis by the Administrative Team and Charter Council. The Charter School shall ensure that staff are trained annually on the health and safety policies. A complete Health and Safety plan is available in the school office.

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

### **A. Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The 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 Administrative Team of the school shall monitor compliance with this policy and report to the Charter Council on a regular basis. The Charter Council President shall monitor the fingerprinting and background clearance of the Administrative Team. Volunteers shall also comply with fingerprinting and background clearance requirements prior to volunteering in any activity without direct supervision of a credentialed ACA employee.

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

All employees shall be mandated child abuse reporters and shall follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### **C. 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.

#### **D. Health and Oral Examinations**

The Charter School shall comply with all health and oral health (Education Code section 49452.8) assessments established by law. It is required that each student have a health examination before first grade, or that the parent or guardian sign a physical examination waiver available at the school. Health examinations at regular intervals for other school children are recommended by medical and school personnel.

#### **E. Immunizations**

All ACA students and staff shall be required to provide records documenting immunizations as required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Any pupil entering school for the first time at ACA, prior to admission to and attendance in any school, shall present to the Charter School written proof of evidence that the student has complete immunizations (including but not limited to polio, measles, mumps, rubella, pertussis, hepatitis B, varicella, and DPT) as required by state law. Incomplete immunizations may result in the child being excluded from school until appropriate evidence is submitted. The month, day, and year that each immunization was received must be provided to the school for the immunization record to be complete.

#### **F. Medication in School**

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

#### **G. Vision, Hearing, and Scoliosis**

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

#### **H. Emergency Preparedness**

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

#### **I. Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens

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

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the Charter School’s medical protocol for disinfecting procedures and will immediately report such incidents to the District.

**J. Drug Free/Alcohol Free/Smoke Free Environment**

The ACA School shall function as a drug, alcohol and tobacco free environment.

**K. Staff Training**

Staff shall be trained on emergency and first aid response. The Administrative Team or designee shall be responsible for tracking and monitoring staff training which shall occur at least annually.

**L. Facility and Seismic Safety**

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

ACA will be located within the boundaries of the chartering district at 3325 Hacienda Way in Antioch (hereinafter the “Site”).

As required by Education Code section 47610(d), this proposed site complies with the California Building Standards Code (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located.

**M. Comprehensive Anti-Discrimination and Sexual Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon 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 Charter School shall implement a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, student to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with the Charter School's sexual harassment policy.

#### **N. Diabetes**

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

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

#### **O. Suicide Prevention Policy**

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

## **ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

*Governing Law: The means by which the charter school will achieve 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).*

---

ACA shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The District's current diversity balance is 43.5% Hispanic or Latino, 15.1% White (not Hispanic), 25.0% African American (not Hispanic), 4.5% Filipino (not Hispanic), 4.9% Asian (not Hispanic), 1.2% Pacific Islander (not Hispanic), .6% American Indian or Alaska Native (not Hispanic), 5.1% Two or More races (not Hispanic), and 0% Not reported. Students shall be considered for admission without regard to 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.

ACA is committed to admitting all pupils who wish to attend regardless of prior academic performance, and to providing an educational program where effective teaching and learning prepares all of our students to achieve at high levels and become contributing members to our diverse, global community.

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

### **STUDENT RECRUITMENT AND OUTREACH EFFORTS:**

- An enrollment process timed and designed to allow for a broad-based recruitment and application process
- The development of promotional and informational material (i.e. brochures) that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the District.
- Broad distribution of promotional messaging across popular media including local and regional newspapers (i.e. The Contra Costa Times, Antioch Press), a school website, surrounding school district message boards, and local advertising marquees (i.e. Contra Costa County Fairgrounds marquee on W.10th Street).
- Outreach activities.

As part of outreach to Spanish speakers, the Charter School will provide:

- a. Flyers in both English and Spanish about upcoming Charter School meetings
- b. General information sheets, and other key documents, including the school vision and mission statement in Spanish
- c. Information in Spanish on the Charter School website

Additionally, ACA will reach out to families in all surrounding communities through (1) informational meetings (e.g. school site, YWCA of Contra Costa County), (2) mailings (i.e., direct mailing, distribution to local realtors), (3) word-of-mouth advertising, and (4) advertisements in community news outlets.

ACA, as part of its programmatic audit, shall annually analyze the success and/or weaknesses of its outreach initiatives. ACA shall utilize the data from the programmatic audit to make any necessary revisions to the Outreach initiatives. The Charter School shall continue to develop and implement procedures concerning racial and ethnic balance with the goal of achieving student enrollment reflective of the general population residing within the District. Such procedures shall include, but not be limited to, oversight by the Administrative Team of ACA who shall be the staff members responsible for ensuring that recruitment efforts are being implemented, tracked, and monitored, and which demonstrates significant annual progress towards meeting the preceding goal.

## **ELEMENT 8: 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).*

---

### **ASSURANCES**

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. Admission will not be based on the place of residence of the pupil or his/her parent or guardian.

The Charter School 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, unless required by Education Code Section 51747.3. Admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

### **ADMISSION REQUIREMENTS**

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

As part of the admissions process, parents and students will be encouraged to tour the school and participate in an orientation program that details the purpose, goals, and objectives of the school. The orientation program will include an explanation of team-teaching, multi-age grouping, multiple intelligences, brain-compatible learning, integrated thematic instruction, Montessori, Positive Discipline and cooperative learning. Applicants must be committed to take responsibility for developing all intelligences to the best of their ability. Parents must agree to take an active role in the support of their child's education. Teachers are responsible for providing learning experiences that will give students the opportunities to develop all their intelligences to the best of their ability.

Prior to admission, an educational contract ('Student-Parent(s)-School Agreement' in the Family Handbook) will be signed by teachers, parents, and students confirming the commitment of all to work as a team to enhance the development of the total child.

The foundations of ACA are dependent on parental involvement, which shall be encouraged in the form of classroom assistance in the educational process, participation in the governance structure, fundraising, or clerical assistance for school-related work.

The Learning Styles Assessment, the Multiple Intelligences Inventory, and the Structure of Intellect Test may be used as assessment tools in determining placement, but not as an admission requirement.

### **PUBLIC RANDOM LOTTERY**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Open enrollment will start on or before January 31st and continue through the date of the admissions lottery (on or before April 15th). Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If there are more applicants than total spaces available, a public random lottery will be held to determine admission in the following school year, with the exception of existing students, who are guaranteed admission in the following school year.

Public random lottery dates, times and deadlines will be communicated on the school's website and in a press release through local media outlets. Lottery rules will also be posted on the school's website. The Charter School will inform parents of applicants that all interested parties may attend the public random lottery, to be held at the school site on a weekday during the late afternoon or early evening. All applications received prior to the end of the enrollment period will be included in the lottery and assigned a random number. Applicants will be placed on a waiting list based on the lottery number assigned and admitted if spaces open during the school year.

If the number of students who wish to attend exceeds capacity, ACA will conduct a single public random drawing (lottery). All students participating in the lottery will be assigned a number by random drawing. Admission preferences in the case of a lottery shall be given to students in the following preference categories in the following order of priority. For instance, available spaces will first be filled from the student applicants in category #1 based on the order of their lottery number. If space is still available after implementing the first level of priority admission preference, then ACA will apply the second level of preference, and third level, etc., until all spaces are filled.

1. Children of faculty and staff
2. Siblings of students admitted to or attending ACA
3. Students who are currently enrolled in or reside in the elementary school attendance area

of the local public elementary school in which the Charter School is located (for purposes of the SB 740 Charter School Facility Grant Program)

4. Residents of the District

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Charter School will conduct the annual lottery in a session open to the public, and a computer program will generate random numbers for each applicant. Parents/Guardians of applicants will be contacted by phone or email in order of their lottery number to fill openings for each classroom for the upcoming school year, and must respond by phone, email or in person within two weeks in order to secure admission.

After all openings have been filled, the remaining applicants will be placed on the current waiting list based on the lottery number assigned, and are admitted if spaces open during the school year. If no openings occur, applicants will remain on the current waiting list until the end of the school year, at which point the waiting list generated by the next lottery drawing will take effect. Applicants must contact the school each year prior to the end of the enrollment period in order to be included in the next lottery.

The Charter School will keep current press releases, application records, the lottery results and the current waiting list on file in the school office.

ACA's enrollment guidelines shall be stated in its Family Handbook, which shall be annually updated and distributed by the Charter School to all parents of its students or any other person making a request for a copy.

## **ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS**

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

---

An annual independent fiscal audit of the books and records of ACA will be conducted as required by Education Code sections 47605(b)(5)(I) and 47605(m). The books and records of ACA 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 Charter School shall separately contract with and oversee the independent audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. 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 Co-Administrative Team, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter Council with recommendations on how to resolve them. The Charter Council will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the Dispute Resolution process referenced in this Charter.

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

The scope of the audit will include the audit of basic financial statements of the Charter School for the fiscal year ending June 30th. The audit will include all funds, capital assets and long term debt under the control of the Charter School and will be performed in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Governmental Auditing Standards* issued by the Comptroller General of the United States, and the provisions of State Education Audit Appeals Panel's *Standards and Procedures for Audits of California K-12 Local Educational Agencies* as they apply to Charter Schools. As part of the audit engagement, the federal and state income tax returns will be prepared for the fiscal year ended June 30th.

## **PROGRAMMATIC AUDIT:**

The Charter School may conduct an annual audit of the programmatic operations of ACA. This performance audit will include the review of each component of the Charter for compliance, an analysis of whether goals are being met, a review of all state and federal student assessment data and reports, a summary of major decisions made/policies established by the board in each year, data on level of parent involvement in governance and operation of the school, summary data from annual student / parent satisfaction surveys, data regarding number of staff and their qualifications and verification of credentials, review of health/safety procedures and summary of any major changes, a review of the suitability of the facility in terms of health and safety and educational utility, review of all budget reports, financial projections, leases and insurance policies, review of admission practices including the number of enrolled students, waiting lists, expulsions and suspensions, review of any internal/external dispute resolutions, and a site visit by the granting agency to include observation of the instructional program.

## **ELEMENT 10: 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).*

---

### **OVERVIEW:**

Students at ACA are treated with respect and expected to treat others with respect. The staff of ACA works to cultivate student awareness of three fundamental responsibilities that are essential to the learning process: (1) concern for the feelings and rights of individuals, (2) concern for public and private property, and (3) concern for the rules and guidelines of the school. Parents will be provided with the school's discipline contract which outlines behavioral expectations and consequences based on Positive Discipline philosophy. This contract will be signed by both parents and students during the admission process.

Students who disregard ACA's policies will be asked, along with their parents, to meet with the teachers to clarify the policy. If they choose to continue to disregard the school's policies, or if a single infraction is unusually serious, they may be temporarily or permanently separated from the school (suspended or expelled) in accordance with the procedures set forth below.

## **SUSPENSION AND EXPULSION PROCEDURES:**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at ACA. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter 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.* The Charter School 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 the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

ACA 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 Family Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments and others means of correction consistent with this policy.

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 safety of employees, students, staff or other persons.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request in the school office.

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California

Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The Charter School shall notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

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 right to initiate the procedures specified above for suspensions longer than 10 days, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified above for suspensions longer than 10 days, 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 suspensions or expulsions pursuant to the suspension and expulsion procedures described 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 anytime 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 or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any

person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, 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.

(1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision

- 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made 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.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated 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.

- v) 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 a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. 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 schoolsite, 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.

iii. 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 (A) to (D), 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director 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 student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- 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, threatened 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 a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. 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 schoolsite, 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 (A) to (D), 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.
  - v) 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).
  - w) 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 Executive Director or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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.

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

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, 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 school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

**D. Authority to Expel**

A student may be expelled either by the Charter Council following a hearing before it or by the Charter Council upon the recommendation of an Administrative Panel to be assigned by the Charter Council as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Charter Council

member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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

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.

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after a member(s) of the Administrative Team 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 Charter Council 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 the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school 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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the entity conducting the hearing finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The 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 entity conducting the hearing shall admonish the

support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the entity conducting the hearing 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 and sworn declarations may be admitted as testimony from witnesses of whom the Charter Council 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 Charter Council who will make a final determination regarding the expulsion. The final decision by the Charter Council shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Charter Council 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**

A member(s) of the Administrative Team, following a decision of the Charter Council 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:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status at ACA.
3. Information regarding alternative educational placement options, rehabilitation and reinstatement eligibility

A member(s) of the Administrative Team shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student
3. Information regarding alternative educational placement options, rehabilitation and reinstatement eligibility.

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the District's superintendent of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

## **J. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at ACA. 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 ACA as the Charter Council'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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

## **M. Rehabilitation Plans**

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

## **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Charter Council following a meeting with a member(s) of the Administrative Team 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. A member(s) of the Administrative Team shall make a recommendation to the Charter Council following the meeting regarding his or her determination. The Charter Council 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 ACA's capacity at the time the student seeks readmission.

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### 4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC 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 the Charter School agree otherwise.

#### 5. Special Circumstances

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

A member(s) of the Administrative Team 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 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;  
or

- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## 6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

## **ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS**

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

---

All full-time employees of the Charter School will participate in a qualified retirement plan. Certificated employees will participate in the State Teachers Retirement System ("STRS"). Classified employees will participate in the federal social security system. All part-time staff will participate in the federal social security system. The Charter School shall be responsible to ensure that arrangements for coverage are made for all employees.

## **ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

---

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

## **ELEMENT 13: 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 at a charter school. Education Code Section 47605(b)(5)(M).*

---

All applicants for positions with the Academy will be considered through an open process, and if hired, will enter into an employment agreement with the Charter School. The Charter School is independent from the District and any District employees who choose to work at ACA shall resign their status as permanent employees of the District and all of their rights and benefits thereof. All persons employed by the Charter School shall not be deemed to be employees of the District for any purpose whatsoever. ACA's employees shall have no employment rights of any kind with the District.

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees 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.

The Charter School will develop and maintain an Employee Handbook detailing the rights and responsibilities of all ACA employees and shall comply with all anti-discrimination and sexual harassment employment laws applicable to public agencies. No later than July 1st of each year, the Charter School shall provide the District with two (2) copies of the Employee Handbook. The Charter School shall annually update and revise the Employee Handbook to reflect changes in the law and/or policies. The Charter School shall be solely responsible for the hiring and compensation of Charter School employees, including but not limited to, salary, health benefits, sick leave, vacation, and retirement benefits. The Charter School shall notify all applicants for positions with ACA that accepting employment at ACA may exclude the applicant from further coverage in the applicant's current retirement system.

No later than September 1 of each year, the Charter School shall provide the District proof of employment of at least one (1) appropriately credentialed full-time equivalent teacher for each thirty (30) pupils of projected or actual enrollment at ACA for that school year, unless an alternative grade level or class configuration is mutually agreed upon by the parties. The Charter School agrees to employ teachers according to applicable state law. The District reserves the right to review Charter School hiring decisions to ensure compliance with applicable federal and state mandates and to determine whether a teacher is deemed to be appropriately credentialed.

## **ELEMENT 14: DISPUTE RESOLUTION PROCEDURES**

*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 at a charter school. Education Code Section 47605(b)(5)(M).*

---

### **A. Disputes with the District**

In the event of any dispute between the Charter School and the District, excluding any dispute that in any way relates to revocation of this Charter, the Charter School and the District agree that the complaining party shall prepare a written statement of the dispute which shall be simultaneously submitted to the District Superintendent and the Charter School's Administrative Team. The Administrative Team and the Superintendent shall meet and confer within five (5) business days from the date of receipt of the written statement and attempt to resolve the dispute. In the event the matter is not resolved, the parties shall identify two members of their respective governing boards who shall meet with the Superintendent and a member(s) of the Administrative Team within ten (10) business days and attempt to resolve the dispute. If this meeting fails to resolve the dispute, either party may, within five (5) business days following the meeting, submit the matter to the Contra Costa County Superintendent of Schools, or a mutually agreeable mediator if the County Superintendent will not hear the matter, for final determination in accordance with any procedure determined and prescribed by the County Superintendent or mediator. Review by the County Superintendent or mediator to be held no later than forty-five (45) business days of receipt of the initial dispute statement. If the parties are unable to resolve the matter before the County Superintendent or mediator, they may pursue any other remedy available at law. The cost of the mediator shall be equally split between the Parties.

### **B. Disputes Arising From Within the School**

The Charter School shall timely notify the District of any and all internal disputes, including but not limited to, disputes between the Charter School and its employees, students, parents, vendors, etc. Disputes arising from within the school, including all disputes among and between staff, volunteers, advisors, partner organizations and Charter Council members, shall be resolved pursuant to policies and processes developed by the Charter School. The District shall maintain the confidentiality of any and all Academy student and employee information that it may possess as a result of its supervision and oversight responsibilities to ensure that the right to privacy of both students and employees is not violated.

## **ELEMENT 15: 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).*

---

The following procedures shall apply in the event that ACA closes. The following procedures apply regardless of the reason for closure.

Closure of ACA will be documented by official action of the Charter Council. The action will identify the reason for closure, whether ACA's charter was revoked, not renewed, or closed voluntarily, and the effective date of the closure. Where possible, school closure will take effect at the end of a fiscal year, and the decision to close a charter school, for any reason, will be made at least sixty (60) days in advance of the effective date of the school's closure.

The Charter Council will identify an entity ("Entity") responsible for closure-related activities as well as an individual who will serve as the official contact for purposes of implementing school closure in accordance with the charter school's plan for closure and transition of students. The Charter School shall ensure that the Entity is experienced in dissolution and closure of public educational programs and the Entity complies with all legal requirements regarding the confidentiality of student records.

The Administrative Team of ACA will be the staff members responsible to serve as the official contact for purposes of implementing the closure protocol and its plan for maintaining and transferring student records. If ACA is closed by the Charter Council, or if ACA's Charter is revoked by the District, the Entity will promptly notify the District, the County Office of Education the retirement systems in which the ACA's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), the California Department of Education, other local public schools that might expect to receive transferring former students of ACA, and all students, parents, and ACA employees and contracted personnel, 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 Council will ensure that the notification to the parents and students of ACA of the closure provides information to assist parents and students in locating suitable alternative programs. The notification shall include identification of the name and contact information of the person or persons to whom questions and all reasonable inquiries may be made from both the Charter School and the District. This notice will be provided promptly.

The Charter Council will also develop a list of pupils in each grade level and the classes they

have completed, together with information on the pupils' districts of residence, which they will provide to the Entity responsible for closure-related activities.

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

All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

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

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending ACA, shall be distributed in accordance with the Corporation's Articles of Incorporation, except as set forth below. 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. Upon closure, all remaining assets after payment of all debts and liabilities, refunds to applicable agencies, etc, shall specifically revert to the District.

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

As ACA is operated by a nonprofit public benefit corporation, should the Corporation dissolve with the closure of ACA, the Charter Council will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies, except as set forth

below. Specifically, upon dissolution, all remaining Corporation assets deriving from ACA, after payment of all debts and liabilities, refunds to applicable agencies, etc., shall revert to the District. The Charter School's reserves will be used to undertake the procedures identified above.

## MISCELLANEOUS CHARTER PROVISIONS

*Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.*

---

### **FACILITIES:**

ACA is located at 3325 Hacienda Way in Antioch, California. The Charter School shall comply with all applicable state and federal laws regarding the use of the Site as school facilities, shall maintain all required property and liability insurance for the Site, and shall indemnify the District against any and all claims involving or occurring at the Site as set forth more fully in this Charter.

### **ADMINISTRATIVE SERVICES:**

The Charter School shall be solely responsible for providing all administrative and/or personnel services provided to the Academy by the Charter School and/or a qualified vendor (“Vendor”), including but not limited to payroll, State Teachers Retirement System (“STRS”) reporting and contributions, accounting and fiscal services, accounts payable, and as set forth in the Charter. The Charter School shall provide the District a copy of its agreement with the Vendor no later than July 31, 2018.

The Charter School has retained the services of Young, Minney & Corr, LLP a full-service charter school law firm that represents a majority of California’s charter schools to ensure that the charter school’s operations are legally compliant. The Charter School has also contracted with Delta Managed Solutions, LLC., for administrative support services, including, but not limited to, budget reporting, payroll, attendance accounting, and accounts payable. Lastly, the Charter School has signed a contract with the Charter Schools Development Center, which provides technical support services to charter schools in the areas of governance, finance, special education, curriculum and assessment, facilities, credentialing, collective bargaining and other employment law.

### **POTENTIAL CIVIL LIABILITY EFFECTS:**

The Charter School shall be operated by The Learner-Centered School, Inc., a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and

California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as 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. The Charter School 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.

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

As stated below, insurance amounts shall 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 Council shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

#### **TRANSPORTATION:**

The Charter School shall not provide transportation to pupils enrolled in ACA, except to the extent necessary or desirable for instructional purposes, as determined by the Charter School and at the sole cost and expense of the Charter School, or as required by law. The Charter School shall ensure that ACA fieldtrip consent and medical insurance forms are consistent with District forms. The District shall not provide transportation to any pupil enrolled in ACA or otherwise be responsible for paying any costs in connection with transporting ACA students, except to the extent such services may be required pursuant to an Individual Education Plan.

#### **FOOD SERVICES:**

The Charter School may contract with the District's Department of Nutrition Services, or a qualified vendor, to provide food services at ACA subject to a separate agreement with the District or vendor. If the Charter School and District execute an agreement for the provision of food services at ACA, any additional costs not covered by Federal and State nutritional grants shall be borne by the Charter School. The District shall not provide or otherwise be responsible for paying any costs in connection with food service to ACA students.

## **EQUIPMENT AND MATERIALS:**

All equipment and materials purchased by the Charter School with Average Daily Attendance ("ADA") funding generated by students enrolled in the Academy, shall remain the property of the District upon closure of the Academy. If the Charter School is required by the State of California to liquidate such equipment or materials to repay or return State funds upon closure of the Academy, all remaining equipment and materials shall revert to the District. The Charter School shall be solely responsible for maintaining such equipment and/or materials in good working order and may not use such equipment and/or materials for any personal or private use. The Charter School shall mark and identify, and maintain a written inventory of, all such equipment and materials. The written inventory shall be updated and provided to the District annually.

## **DEFENSE AND INDEMNITY:**

The Charter School shall defend, indemnify, and hold harmless the District and its officers, agents, servants, representatives and employees from and against any and all claims, including but not limited to, misuse of public funds, failure to identify special needs students, loss of use, liability for damages, claims, demands, actions and proceedings that actually or allegedly arise in any manner from the Charter School's operations, or use and occupancy of the facility, and all costs and expenses connected therewith, including reasonable attorneys' fees, of whatsoever cause or nature on account of any damage to or the loss or destruction of any property, including property of employees of District, or injury to or death of any person, including ACA students, Charter School employees, and District students and employees, caused in whole or in part by any negligent act or omission of the Charter School, or any of their officers, agents, servants, representatives, employees or subcontractors, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable. The Charter School shall also indemnify and hold the District and its officers, agents, servants, representatives and employees, harmless from and against all claims and liens of all persons based upon the furnishing of labor or materials in connection with the performance of work or other operations under this Charter, including, but not limited to, reasonable attorneys' fees incurred by the District. The indemnification provisions contained in this Charter include but are not limited to any violation of applicable law, ordinance, regulation or rule, including where the, loss of use, liability for damages, claim, demand, action, proceeding or cost and expense was caused by deliberate, willful, or criminal acts of the Charter School, or any of their officers, agents, servants, representatives, employees or subcontractors, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable or their performance under the terms of this Charter. The indemnity provisions of this Charter shall survive the expiration or earlier revocation of this Charter.

## **INSURANCE COVERAGE:**

The Charter School shall take out and maintain, during the term of this Charter, such public liability and property damage insurance as shall protect the District, its officers, agents, servants, representatives and employees from all claims for personal injury, including accidental death, to

any person, as well as from all claims for property damage arising from operations under this Charter, in minimum amounts as follows:

Public liability: \$5,000,000 per person and \$15,000,000 per occurrence; Property damage: \$1,000,000 per occurrence and \$2,000,000 aggregate.

The Charter School shall not issue enrollment packages to prospective students, enter into employment contracts, or otherwise engage in activities related to instruction under the Charter until all required insurance certificates have been delivered to the District. The insurance policies shall include the following: (1) a clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice stating the date of cancellation or reduction has been mailed to the Antioch Unified School District. Date of cancellation or reduction may not be less than thirty (30) calendar days after date of mailing notice;" (2) language stating in particular who is insured, extent of insurance, locations and operations to which insurance applies, expiration date, to whom cancellation or reduction notice will be sent; and (3) a statement that the District and its officers, employees and agents are named as additional insured by way of endorsement to the policy described and that such insurance policy shall be primary to any insurance or self-insurance maintained by the District. Each insurance company shall be an insurer admitted to do business in California with a "VIII" or better rating according to the current edition of Best's Insurance Reports.

The foregoing requirements as to the types and limits of insurance coverage to be maintained by the Charter School, and any approval of said insurance by the District, or its insurance consultant(s), are not intended to and shall not in any manner limit or qualify the liabilities and obligations otherwise assumed by the Charter School pursuant to this Charter, including but not limited to, the provisions concerning indemnification.

Except as set forth in an MOU between the District and Corporation, the Charter School shall take out and maintain, during the term of the Charter, a workers' compensation policy written in accordance with the laws of the State of California and providing coverage for any and all employees of the Corporation or ACA. This policy shall provide coverage for workers' compensation as required under California law and within statutory limits. At a minimum, this policy shall provide coverage of \$1,000,000 per occurrence for Employers' Liability.

The Charter School shall take out and maintain, during the term of the Charter, all insurance policies provided for in the Charter, including directors and officers insurance, and employment practices insurance, and shall name the District as an additional insured party.

#### **BUDGET and DIRECT FUNDING:**

Attached please find the Charter School's budget and cash flow for the next three years of operation.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal

reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) 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, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School elects to receive the state funding through the local control funding formula directly in accordance with Education Code section 47651(a)(1). Funds for ACA shall be deposited directly into an account for the "Antioch Charter Academy" with the Contra Costa County Office of Education (CCCOE). The Charter School recognizes that the District shall have no responsibilities for funding ACA beyond the actual funding received for ACA.

The Charter School agrees that all funding received for ACA, from any and all sources, including but not limited to all funding sources set forth in the Charter or any MOU or agreement with the District, shall be used exclusively to operate ACA, and shall not be used, either directly or indirectly, or by loan or gift, to fund, assist, pay for the debts of, or towards the operation of, any other school or establishment managed, controlled, or operated by the Corporation or ACA, or its members, officers, agents, servants, and employers, or for any other purpose whatsoever.

**ATTENDANCE REPORTING, SCHOOL CALENDAR, BELL SCHEDULE, AND OTHER DATA:**

The academic school year will be recommended by our staff and approved by the Charter Council in conjunction with the requirements of the State of California and take into consideration the District's calendar. The Charter School shall develop and provide the District with a copy of the Academy's annual attendance calendar, bell schedule and instructional minutes for the upcoming school year by July 30th each year for which it is in existence. The Academy shall maintain at least one hundred seventy five (175) days of instruction of no less than the minimum number of instructional minutes required by the Education Code for each grade level.

The Charter School shall establish and maintain an attendance reporting system to record and account for ACA's ADA, as defined in Title 5, California Code of Regulations section 11960. The Charter School will timely report ADA figures to District as necessary to enable the school to receive the funding specified in this Charter. Upon request, the Charter School shall provide the District with a monthly enrollment report, including the names and addresses of all pupils enrolled in ACA, no later than the 15th calendar day of the following attendance month. The Charter School shall provide all data and reports required by the District in hard copy and electronic data files. The Charter School shall submit enrollment and demographic information to California Longitudinal Pupil Achievement Data System (CALPADS), to the extent and in the manner specifically required by law or regulations applicable to charter schools. Upon request, the Charter School shall provide the District with documentation of the teacher/student ratio for ACA.

**COMPLIANCE WITH EXTERNAL SOURCE FUNDING REQUIREMENTS:**

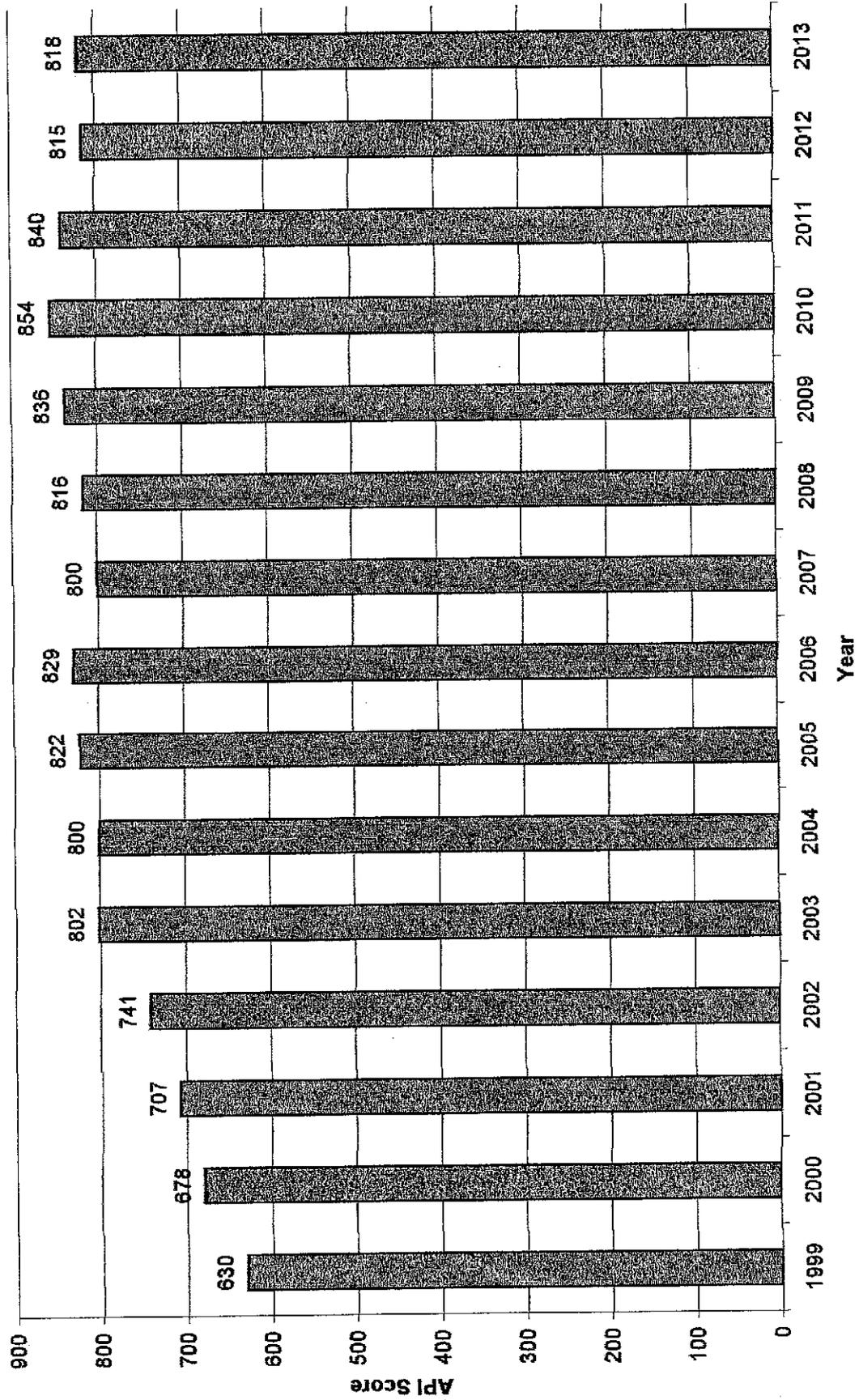
The District and Charter School shall comply with all terms and conditions, of any external source funding requirements applicable to funding received by the District on behalf of ACA, if any. Upon reasonable advance written request by the District, the Charter School shall provide evidence to the District that the Charter School is in compliance with all such requirements and shall provide the District with all reports, data, and information reasonably necessary for the District to meet any reporting, certification, or other requirements for such funding.

**ANNUAL REVIEW:**

The Charter School shall participate in an annual review conducted by the District of all programs offered at ACA, including their effectiveness and student achievement. The review may, at the District's discretion, require changes to the Academy's programs to make the Charter School comply with the educational curriculum outlined in the Charter.

# Appendices

# Antioch Charter Academy - API Scores



## 2012-13 Accountability Progress Reporting (APR)



### School Report - API Growth and Targets Met 2013 Growth Academic Performance Index (API) Report

California Department of Education  
Analysis, Measurement, &  
Accountability Reporting Division  
7/29/2014

School: Antioch Charter Academy  
LEA: Antioch Unified  
County: Contra Costa  
CDS Code: 07-61648-6115703  
School Type: Elementary

2013 Growth API Links:

3-Year Average
School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

#### Met Growth Targets

Schoolwide: Yes  
All Student Groups: Yes  
All Targets: Yes

2013 Statewide Rank: 6    2013 Similar Schools Rank: 1

#### Groups

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	149		818	818	A	0	Yes
Black or African American	13	No	813	782			
American Indian or Alaska Native	0	No					
Asian	9	No					
Filipino	3	No					
Hispanic or Latino	28	No	780	727			
Native Hawaiian or Pacific Islander	2	No					
White	94	Yes	832	850	A	-18	Yes
Two or More Races	0	No					
Socioeconomically Disadvantaged	14	No	787	786			
English Learners	5	No					
Students with Disabilities	4	No					

---

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2013 Growth API is posted even if a school or LEA had no 2012 Base API or if a school had significant population changes from 2012 to 2013. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

- "N/A"** means a number is not applicable or not available due to missing data.
- "\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2012 or 2013. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.
- "A"** means the school or Student Groups scored at or above the statewide performance target of 800 in the 2012 Base.
- "B"** means the school did not have a valid 2012 Base API and will not have any growth or target information.
- "C"** means the school had significant demographic changes and will not have any growth or target information.
- "D"** means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.
- "I"** means the school had some invalid data at the student group level and the California Department of Education cannot calculate a valid rank for this school.

**Missing Statewide and Similar Schools Ranks** – LEAs, Alternative Schools Accountability Model (ASAM) schools, and special education schools do not receive statewide or similar schools ranks. Schools with less than 100 valid test scores do not receive a similar schools rank.

**Targets Met** - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2013 Growth API of 770 or a one-point increase from the 2012 Base API to 2013 Growth API for a school or LEA.

**Two or More Races:** – "Two or More Races" student group. Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to this student group.

**Missing All Student Data** – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

**Missing Special Population Student Data** – Socioeconomically Disadvantaged and English Learners students groups with missing API data and a "No" under the "Met Student Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2012 Base API to the 2013 Growth API, or the LEA reported a potential data error with one or more these student groups. Demographic data corrections made through the California Longitudinal Pupil Achievement Data System (CALPADS) or assessment-related data corrections (such as statewide student identifiers or fields specific to the testing administration process) made through the testing contractor will be reflected in the updated API reports released in March 2014.

# 2017 CAASPP Results

## Antioch Charter Academy

### English Language Arts/Literacy

#### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	21	20	24	18	22	19	N/A	124
# of Students Tested	21	19	24	18	22	18	N/A	122
# of Students With Scores	21	19	24	18	22	18	N/A	122
<b>Mean Scale Score</b>	<b>2431</b>	<b>2455.3</b>	<b>2456.8</b>	<b>2566.6</b>	<b>2588.1</b>	<b>2607</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	19%	16%	17%	28%	32%	28%	N/A	23%
Standard Met: Level 3	43%	32%	17%	44%	36%	39%	N/A	34%
<b>Subtotal</b>	<b>62%</b>	<b>47%</b>	<b>33%</b>	<b>72%</b>	<b>68%</b>	<b>67%</b>	<b>0%</b>	<b>57%</b>
Standard Nearly Met: Level 2	14%	16%	17%	22%	23%	28%	N/A	20%
Standard Not Met: Level 1	24%	37%	50%	6%	9%	6%	N/A	23%
<b>Subtotal</b>	<b>38%</b>	<b>53%</b>	<b>67%</b>	<b>28%</b>	<b>32%</b>	<b>33%</b>	<b>0%</b>	<b>43%</b>

### Mathematics

#### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	21	20	24	18	22	19	N/A	124
# of Students Tested	21	19	24	18	22	19	N/A	123
# of Students With Scores	21	19	24	18	22	19	N/A	123
<b>Mean Scale Score</b>	<b>2406.4</b>	<b>2447.8</b>	<b>2460.5</b>	<b>2550.8</b>	<b>2590.1</b>	<b>2534.5</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	0%	5%	4%	33%	23%	5%	N/A	11%
Standard Met: Level 3	29%	21%	21%	17%	41%	16%	N/A	24%
<b>Subtotal</b>	<b>29%</b>	<b>26%</b>	<b>25%</b>	<b>50%</b>	<b>64%</b>	<b>21%</b>	<b>0%</b>	<b>36%</b>
Standard Nearly Met: Level 2	38%	47%	25%	22%	27%	47%	N/A	34%
Standard Not Met: Level 1	33%	26%	50%	28%	9%	32%	N/A	30%
<b>Subtotal</b>	<b>71%</b>	<b>74%</b>	<b>75%</b>	<b>50%</b>	<b>36%</b>	<b>79%</b>	<b>0%</b>	<b>64%</b>

# 2016 CAASPP Results

## Antioch Charter Academy

### English Language Arts/Literacy

Overall Achievement								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	22	21	20	24	18	21	N/A	126
# of Students Tested	20	21	19	23	18	21	N/A	122
# of Students With Scores	20	21	19	23	18	21	N/A	122
<b>Mean Scale Score</b>	<b>2450.4</b>	<b>2431.2</b>	<b>2536.1</b>	<b>2539.5</b>	<b>2569.3</b>	<b>2598.8</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	30%	10%	32%	13%	17%	10%	N/A	18%
Standard Met: Level 3	25%	19%	37%	43%	44%	48%	N/A	36%
<b>Subtotal</b>	<b>55%</b>	<b>29%</b>	<b>69%</b>	<b>56%</b>	<b>61%</b>	<b>58%</b>	<b>N/A</b>	<b>54%</b>
Standard Nearly Met: Level 2	40%	38%	5%	30%	28%	43%	N/A	31%
Standard Not Met: Level 1	5%	33%	26%	13%	11%	0%	N/A	15%
<b>Subtotal</b>	<b>45%</b>	<b>71%</b>	<b>31%</b>	<b>43%</b>	<b>39%</b>	<b>43%</b>	<b>N/A</b>	<b>46%</b>

### Mathematics

Overall Achievement								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	22	21	20	24	18	21	N/A	126
# of Students Tested	20	21	19	23	18	21	N/A	122
# of Students With Scores	20	21	19	23	18	21	N/A	122
<b>Mean Scale Score</b>	<b>2399.5</b>	<b>2409.1</b>	<b>2493.4</b>	<b>2523.2</b>	<b>2508.6</b>	<b>2559.2</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	5%	0%	11%	9%	6%	24%	N/A	9%
Standard Met: Level 3	20%	5%	32%	30%	11%	24%	N/A	20%
<b>Subtotal</b>	<b>25%</b>	<b>5%</b>	<b>43%</b>	<b>39%</b>	<b>17%</b>	<b>48%</b>	<b>N/A</b>	<b>29%</b>
Standard Nearly Met: Level 2	45%	33%	37%	39%	44%	19%	N/A	36%
Standard Not Met: Level 1	30%	62%	21%	22%	39%	33%	N/A	34%
<b>Subtotal</b>	<b>75%</b>	<b>95%</b>	<b>58%</b>	<b>61%</b>	<b>83%</b>	<b>52%</b>	<b>N/A</b>	<b>70%</b>

## **Test Results for: School: Antioch Charter Academy**

CDS Code: 07-61648-6115703

District: Antioch Charter Academy

County: Contra Costa

## **Smarter Balanced Results**

### **ENGLISH LANGUAGE ARTS/LITERACY**

#### **Achievement Level Distribution Over Time**

	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
<b>Mean Scale Score</b>	<b>2519.4</b>	<b>2569.3</b>	<b>2607.0</b>
Standard Exceeded: Level 4	11 %	17 %	27.78 %
Standard Met: Level 3	26 %	44 %	38.89 %
Standard Nearly Met: Level 2	53 %	28 %	27.78 %
Standard Not Met: Level 1	11 %	11 %	5.56 %

All Students

**MATHEMATICS**

**Achievement Level Distribution Over Time**

	5th Grade (2015)	6th Grade (2016)	7th Grade (2017)
<b>Mean Scale Score</b>	<b>2494.0</b>	<b>2523.2</b>	<b>2590.1</b>
Standard Exceeded: Level 4	9 %	9 %	22.73 %
Standard Met: Level 3	23 %	30 %	40.91 %
Standard Nearly Met: Level 2	50 %	39 %	27.27 %
Standard Not Met: Level 1	18 %	22 %	9.09 %

**Math**

The following is some of the Math curriculum for all grade levels (K-8). Curriculum for other courses (i.e. language arts) is available upon request. The staff has aligned its current math curriculum with the Common Core Math Standards.

**Kindergarten**

The student will write numbers 1-30 correctly using sandpaper numbers and the Hundreds Board.

The student will demonstrate counting 1-10 by using Montessori's Spindle Box, Montessori Red Counters, Montessori Bead Stair, and Montessori Hook Beads

The student will demonstrate place value with numbers 10-19 by using Montessori's Teen Board, Golden Bead Work (Tens and Units), and the Small Bead Frame.

The student will demonstrate an understanding of counting by tens using the Tens Board, Golden Ten Bars, The Power of Nine activities, counting dimes, etc.

The student will demonstrate combining sets (simple addition 1-10) by using The Addition Board, and The Addition Chart Board.

The student will demonstrate subtracting part of a set (simple subtraction 1-10) by using The Subtraction Board, The Subtraction Chart Board, and The Bead Frame.

The student will demonstrate an understanding of shapes by using the Geometric Cabinet drawers, pattern blocks, and equilateral triangle box.

The student will understand the value of the following coins: penny, nickels, dimes and quarters by using counting activities and coin stamp activities from and Montessori Learning Concepts.

The student will understand the concept of hour and half hour using clock stamps, clock picture cards, Montessori Learning Concepts, Montessori Made Manageable cards.

**First Grade**

The student will demonstrate knowledge of addition facts 1-18 by using the Addition Strip Board, Addition Charts, Oral Games for Memorization of Addition, Small Bead Frame, etc.

The student will demonstrate knowledge of subtraction facts 1-18 by using the

Subtraction Strip Board, Subtraction Charts, Fact Family activities, Oral Games for Memorization of Subtraction, Subtraction with the Small Bead Frame, etc.

The student will demonstrate a knowledge of the concept of ten by using the Golden Snake Game, The Teen Board, The Tens Board, the Golden Bead Work, the 1000 card layout, etc.

The student will demonstrate an understanding of static 2-place addition (no regrouping) by using the Golden Bead Work, the Small Bead Frame, The Stamp Game, etc.

The student will demonstrate an understanding of dynamic 2-place addition (regrouping) using the Golden Bead Work, The Stamp Game, etc.

The student will demonstrate an understanding of static 2 place subtraction (no regrouping) by using the Golden Bead Work, Ten Bar and Unit Work, the Small Bead Frame, The Stamp Game, etc.

The student will demonstrate an understanding of dynamic 2 place subtraction (regrouping) by using the Golden Bead Work, Ten Bar and Unit Work, the Small Bead Frame, The Stamp Game, etc.

The student will demonstrate an understanding of static division by using the Division Board Work, Unifix Cube math, etc. The student will demonstrate an understanding of greater than less than by using the Small Bead Frame.

The student will demonstrate an understanding of “what number is next” by using the Small Bead Frame, 1000 Card Lay Out, etc.

The student will demonstrate an understanding of Odd/Even by using one-one correspondence with a remainder concept, Math Their Way Activities, Primary & Elementary Concepts Math, etc.

The student will demonstrate an understanding of skip counting by 2’s, 5’s, and 10’s by using the Bead Cabinet and the Short Bead Chain.

The student will demonstrate an understanding of hour, half hour and quarter hour by using the Montessori Made Manageable time cards.

The student will demonstrate an understanding of coin combinations using pennies, nickels, dimes, quarters, half-dollars using the Montessori Made Manageable money cards.

The student will demonstrate an understanding of fractions names and their parts: whole, halves thirds, quarters, fifth, sixths, seventh, eighths, and ninths using Fraction Insets.

The student will demonstrate an understanding of word problems by using the

“Information, Operation, Number Sentence, Solution” format with addition and subtraction problems using the Stamp Game.

The student will demonstrate an understanding of sphere, pyramid, cylinder, prism, etc. using the Geometric Solids.

The student will demonstrate an understanding of dot, ray, segment and line using the Montessori Geometry program,

The student will demonstrate an understanding of place value to the 1000's place by using the 1000 Card Layout Work, Golden Bead Work., the Small Bead Frame, etc.

## **Second Grade**

The student will demonstrate an understanding of addition facts 1-18 by using the Stamp Game, the Bead Frame, the Addition Charts, etc.

The student will demonstrate an understanding of subtraction facts 1-18 by using the Stamp Game, the Bead Frame, the Subtraction Charts, etc.

The student will demonstrate an understanding of multiplication facts 1-9 by using the Multiplication Board, Stamp Game, Multiplication Charts, etc.

The student will demonstrate an understanding of the Oral Games for Multiplication Facts.

The student will demonstrate an understanding of static (no regrouping) 3 place addition using the Stamp Game, the Large Bead Frame, The Golden Bead Work, etc.

The student will demonstrate an understanding of dynamic (regrouping) 3 place addition using the Stamp Game, the Large Bead Frame, The Golden Bead Work, etc.

The student will demonstrate an understanding of static (no regrouping) 3 place subtraction using the Stamp Game, the Large Bead Frame, The Golden Bead Work, etc.

The student will demonstrate an understanding of dynamic (regrouping) 3 place subtraction using the Stamp Game, the Large Bead Frame, The Golden Bead Work, etc.

The student will demonstrate an understanding of static (no regrouping) of 2 place multiplication problems using repetitive addition with the Stamp Game, the Golden Bead Work, The Large Bead Frame, etc.

The student will demonstrate an understanding of static division (no remainders) using the Division Board, Unifix Cubes, etc.

The student will demonstrate an understanding of dynamic division (remainders) using

the Division Board, Unifix Cubes, Test Tube Division, etc.

The student will have an understanding of what comes next in increments of tens, hundreds, thousands, ten thousands, and hundred thousands in place value using the Large Bead Frame, the Bank Game, etc.

The student will have an understanding of time to five minute increments, quarter hour, half hour and hour using the Montessori Made Manageable Time Cards

The student will understand elapsed time using Montessori Made Manageable Time Cards.

The student will have an understanding of coins and dollar combinations using the Montessori Made Manageable Money Cards.

The student will have an understanding of addition and subtraction of fractions using the Fraction Insets.

The student will have an understanding of equivalent fractions by using the Montessori Fractions Box, pattern blocks and unifix cubes.

The student will have an understanding of Polygons and Quadrilaterals by using the Geometric Cabinet, The Geometry Sticks, etc.

The student will have an understanding of sides and faces of the basic shapes by using The Geometric Sticks and the Montessori Geometry program.

The student will have an understanding of right angle, obtuse angle and acute angle by using The Geometric Sticks and the Montessori Geometry program.

The student will have an understanding of word problems using addition (static and dynamic), subtraction (static and dynamic), multiplication (static), and division (static) using the Stamp Game, Multiplication Board, and Division Board, etc.

### **Third Grade**

The student will demonstrate an understanding of addition and subtraction facts 1-18 without manipulatives.

The student will demonstrate an understanding of multiplication facts 1-9 using the Multiplication Chart, Fact Families or without manipulatives.

The student will demonstrate an understanding of division facts 1-9 using Fact Families, the Division Chart, or without manipulatives.

The student will demonstrate an understanding of 4 place dynamic addition without

manipulatives.

The student will demonstrate an understanding of 4 place dynamic subtraction without manipulatives.

The student will demonstrate an understanding of 4 place dynamic multiplication using the Bank Game, the Checker Board Game, or without manipulatives.

The student will demonstrate an understanding long division using Test Tube Division or without manipulatives.

The student will tell time with analog and digital clocks with minute increments.

The student will demonstrate understanding of making change from a dollar(s) using coins/ dollar(s) as needed.

The student will demonstrate understanding for perimeter and area of geometric shapes using measurements given.

The student will demonstrate understanding of addition and subtraction fractions with different denominators.

The student will demonstrate understanding of word problems using addition, subtraction, multiplication and division using the Bank Game, Checker Board, Test Tube Division or without manipulatives.

The student will demonstrate place value knowledge to the hundred thousands place without manipulatives.

The student will round numbers to 10,000 to the nearest ten, hundred, and thousand.

### **Intermediate (4-6)**

Students are divided into skill level groups based on an initial assessment of all 4-6 math curriculum.

- Students are grouped into math skill groups of about 12 students.
- Students receive 2-4 hours of math instruction per week in their skill group.
- All math curriculum is aligned to the California Common Core State Standards and a wide range of materials are used to meet student needs. Materials may include a base curriculum, supplemental materials, and teacher created materials.
- Students take math assessments aligned to the Common Core Standards frequently to assess and track their skill level and understanding of math concepts.
- Students discover what they already know, and seek help from teachers and other students for those skills not yet mastered.
- Students strive to reach a level of mastery because they want to move to the next

## **Middle School**

- The middle school math curriculum is currently using the College Preparatory Mathematics (CPM) curriculum aligned to the Common Core State Standards as a source of student work. Students in Middle School may progress through Core Connections 2 (aligned to the 7<sup>th</sup> grade CCS), Core Connections 3 (aligned to the 8<sup>th</sup> grade CCS), Core Connections Algebra (aligned to the Algebra CCS), and/or Core Connections Geometry (aligned to Geometry CCS). If needed, students may complete remedial work in Core Connections 1 (6<sup>th</sup> grade CCS) to prepare them for grade level work. Other supplemental activities, projects, and real-life experiences are woven into the math program to increase student application of their learning in multiple contexts.
- CPM has three pillars of pedagogy which align with our school philosophies. Students learn ideas more deeply when they discuss ideas with classmates, which aligns with our philosophy of Brain Compatible Learning. Students learn ideas more usefully for other arenas when they learn by attacking problems—ideally from the real world, which aligns to our philosophy of Highly Effective Teaching. Students learn ideas more permanently when they are required to engage and re-engage with the ideas for months or even years, which also aligns with our philosophy of Brain Compatible Learning.
- Assessments are concept based and aligned to the CCCS. Students are given multiple opportunities to test on a particular concept and are given their best score to encourage them to continue to work on mastering concepts. Students keep track of their assessment scores so they can monitor their own progress and work on specific skills they still need to master.