

Contra Costa
School of Performing Arts
A ChartHouse Public School

Charter Petition

Submitted to the Mt. Diablo Unified School District
Board of Education

Approved on Appeal by the Contra Costa County
Board of Education on July 15, 2015

For the term July 1, 2016 through June 30, 2021

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Affirmations and Assurances

As the authorized lead petitioner, I, Neil McChesney, hereby certify that the information submitted in this petition for a California public charter school to be named Contra Costa School of Performing Arts (“SPA” or the “Charter School”), and to be located within the boundaries of the Mt. Diablo Unified School District (“MDUSD” or the “District”), and authorized by the Contra Costa County Board of Education with oversight by the Contra Costa County Office of Education (collectively referred to as the “County”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 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)]
- ChartHouse Public Schools will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605 (d)(1)]
- The Charter School will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in 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 will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School will 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 will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Lead Petitioner’s Signature

Date

Introduction

The famous educational reformer John Dewey once said, "If we teach today as we taught yesterday, we rob our children of tomorrow."

Today's students are faced with greater challenges than ever before. What used to be a country full of jobs that required only low to medium skills, where a student with a high school diploma had a good shot at a prosperous life and someone with a college degree was nearly guaranteed success, has changed dramatically over the last three to four decades. Today's students have to navigate a globalized economy, an economic recession, outrageous college tuition, and ever-increasing academic standards in the face of extreme student competition. Meanwhile, the American school system is experiencing a rapid fossilization, still operating on traditions (like agrarian calendars and industrial revolution bell schedules) often for tradition's sake, regardless of efficacy or research. Schools are actually slowly improving over time, but the rate of evolution and change is exponentially faster for the rest of the society. To the average student without the proper support network, life after high school may look grim.

Interestingly enough, many students are still looking at their prospective futures through rose-colored glasses because nobody has bothered to tell them how stark reality is. According to a presentation Condoleezza Rice made last year to important business leaders from across the country, 70% of the youth in America today will be ineligible for the military due to one or more of these factors: failed ASVAB (once a diagnostic, this standard military test is now an entrance exam that is recalibrated every six months), high school dropout, health and obesity problems, or criminal record. The business leaders' reactions were that if the youth of today are not eligible for the military, there is no way that they are ready for entry-level jobs in middle class America. The logical conclusion is that if these individuals are not ready for entry-level jobs then they will likely remain unemployed or underemployed. It follows then that 70% of the youth in America today are headed for some form of public assistance (welfare, food stamps, etc.). This is a chilling statistic that should give us all pause. It represents the unraveling of the American Dream – it is an unsustainable societal model.

It used to be that if you couldn't get into a good school or land a good job you always had the military option; a great program giving an enrollee the chance to serve his or her country while also laying a foundation for education, career pathways, and character education. Today, however, what was once the "backup" plan is now not an option for 70% of our young population. Responsible educators see this as a call to action and the world of charter schools is leading the way in innovative and successful models for reforming education.

This movement is at the heart of ChartHouse Public Schools, a California nonprofit public benefit corporation, which seeks approval of this charter petition to operate the Contra Costa School of Performing Arts. We believe that all students can learn and achieve at high levels given the right amount of time and support. We believe that the 21st century student requires new and groundbreaking educational models. We believe in quality instruction, research-based “best practices,” embracing innovative ideas and “next practices,” and the rigor/relevance/relationships framework. Certainly critical thinking, literacy at the collegiate level, collaborative problem-solving, and technological skills are key focal points. But perhaps most important, we have the will and ability to prepare all students for college and career readiness.

Families in our community are demanding, rightfully so, that their children have access to a premier education and they are ecstatic about new local, public options that charter schools can provide. As such, ChartHouse Public Schools has analyzed the current needs of the population of Mt. Diablo Unified School District and identified the School of Performing Arts as unfulfilled. We propose a unique school that will combine college and career readiness with a world-class performing arts integrated educational program in partnership with a premier community arts venue. No such program currently exists in Mt. Diablo Unified School District, while the students unquestionably demonstrate the talent and desire for performing arts outlets in a setting of high academic achievement.

The lead petitioner for Contra Costa School of Performing Arts represents a team comprised of experience and drive that will ensure that this endeavor becomes the premier academic option in Contra Costa County. Please see Appendix “B” for a complete list of the SPA Steering Committee members including respective bios.

We ask for the authorization of the SPA charter.

Neil McChesney

Founder and Chief Executive Officer of ChartHouse Public Schools, Neil McChesney has a history of success in education and the charter school movement.

With over 12 years of classroom teaching experience, Neil began his career as a remedial writing instructor at California State University, Chico and then was hired at Clayton Valley High School in Concord (his alma mater) in 2004, teaching classes including English, Public Speaking, Leadership, and Communications and Media.

Neil’s dedication to education reform has materialized in the world of charter schools. One of the Co-Lead Petitioners for Clayton Valley Charter High School, he was a driving force behind the charter movement and success at Clayton Valley. He served as the CVCHS Governing Board President during the Charter's first year and was an integral part of the leadership that led to incredible institutional reform at CVCHS. Neil was promoted after the first year of the Charter to Director of Administrative Services, serving as the number two educational leader at CVCHS. As

Director of Administrative Services he is involved in nearly every aspect of school leadership including curriculum and instruction, operations, human resources, legal, collective bargaining, communications and public relations, professional development, strategic planning, fiscal management, political advocacy, and more. In just two years, CVCHS has seen incredible achievement including a 62-point API growth, the highest academic growth for large high schools in California; a six-year clear accreditation from WASC; and incredible parent and community satisfaction.

Neil McChesney is a visionary leader who is passionate about preparing students to become first class citizens with a world-class education. Neil believes in the fundamental, three-pillar approach to school leadership of “Rigor, Relevance and Relationships,” coined by Dr. Willard Daggett. Engaging students in rigorous learning, making instruction relevant to students’ personal lives, and fostering dynamic, personal relationships between teachers and students will result in a powerful education for all learners.

Passionate about the charter movement, with his knowledge and experience in the classroom, in administration, and as one of the founding educational leaders of the largest conversion charter school in Northern California, Mr. McChesney will be a key part of the team that leads new charters to success in our region (see Appendix “C” for letter of endorsement).

ChartHouse Public Schools Leadership

ChartHouse Public Schools’ board members and advisory board members have served in California public schools as school superintendents, district level administrators, charter school leaders, and public education advocates. They are educational pioneers, having worked with several of the innovative as well as traditional educational delivery systems. With different but complementary educational experiences, they are deeply committed to extensive parental involvement in K-12 education. They are experienced in overseeing school administration, including budget development, hiring and training the educational staff, implementing special education regulations, managing the educational support departments, and ensuring that schools are fully accountable and in compliance with all state and laws and regulations. ChartHouse Public Schools will develop, manage, and operate the Charter School pursuant to the terms of this charter.

Element 1

Educational Program:

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.

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

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

California Education Code Section 47605(b)(5)(A)

General Information

The name of the charter school shall be the Contra Costa School of Performing Arts.

The contact person is Lead Petitioner, Neil McChesney.

The number of rooms is approximately 24.

The grade configuration is 6-12.

The approximate number of students at capacity will be 700.

The opening date will be August 2016.

The charter petition will be effective from July 1, 2016 through June 30, 2021.

Mission

The mission of Contra Costa School of Performing Arts is to provide a distinguished, pre-professional experience in performing arts within a college and career preparatory setting. We believe in fostering a culture of excellence with the core values of **RIGOR, RELEVANCE & RELATIONSHIPS**.

Vision

- ✓ SPA will offer quality instruction focusing on real world connections and an engaging, coherent, and rigorous arts-integrated curriculum in every classroom to facilitate student learning, achievement, and college and career readiness;
- ✓ SPA will incorporate a STEAM educational approach to learning that embraces Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.
- ✓ SPA will be a beacon of creative excellence, attracting dynamic and motivated student talent, and enriching the cultural and civic life of the region;
- ✓ SPA will foster a heightened sense of civic responsibility through a comprehensive character education program focusing on the guiding principles of first-class citizenship;
- ✓ SPA will employ a positive, professional, and productive educational team that will embrace a culture of collaboration, innovation, evolution, and “students first” decision-making.

Whom the Charter School Shall Educate

SPA aims to nurture the artistic and academic aspirations of students from throughout Mt. Diablo Unified School District and Contra Costa County. Students will undoubtedly be attracted to SPA due to its specific educational focus: a unique and exceptional integration of performing arts and rigorous, college and career preparatory curriculum. As the sole option for an arts-integrated secondary program, SPA aims to become the school of choice for those students seeking this unique type of education.

SPA’s educational program will be accessible to all students, including mid-range students, students achieving at a level significantly below their peers, students achieving at a level significantly above their peers, students with disabilities, English Learners, and students who are members of ethnic groups under-represented in colleges and universities.

The intended growth of the Charter School is as follows:

	2016-17	2017-18	2018-19	2019-20	2020-21
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6 th Grade	100	100	100	100	100
7 th Grade	-	100	100	100	100
8 th Grade	-	-	100	100	100
9 th Grade	100	100	100	100	100
10 th Grade	100	100	100	100	100
11 th Grade	-	100	100	100	100
12 th Grade	-	-	100	100	100
Total	300	500	700	700	700

Target Population Demographics

MDUSD is a large school district serving a diverse population including the cities of Concord, Pleasant Hill, Clayton; portions of Walnut Creek, Martinez, and Pittsburg, unincorporated areas including Lafayette, Pacheco, and Bay Point.

The following chart includes detailed information about the demographics of the students enrolled in MDUSD (source: MDUSD and CDE DataQuest):

Group	Percentage
Socioeconomically Disadvantaged	46.7%
English Learners	23.1%
Native American	0.5%
Asian	7.2%
Pacific Islander	1.0%
Filipino	4.3%
Hispanic	35.9%
African American	4.8%
White	43.0%
Multi/No Response	3.3%

How Does Learning Best Occur?

SPA advocates for innovative learning programs that incorporate arts integration, STEAM education, research based “best practices” as well as the necessary “next practices” of a 21st century society (See article by Ray McNulty entitled “Best Practices to Next Practices” attached as Appendix “D”).

We believe students benefit directly from arts integrated programs due to the intrinsic demands of integrated coursework. When integration is intentional, students must use creativity, problem solving, and collaboration to be effective in their work. Integrated work is rigorous, demanding that a student be able to comprehend multiple ideas and concepts in the creation of a summative outcome. “It is an approach to teaching which includes intentional identification of naturally

aligned standards, taught authentically alongside meaningful assessments which take both content areas to a whole new level. Put together, these components set the foundation for how we will be able to facilitate the Common Core State Standards” (Susan Riley, 2008).

Studies have shown that STEAM practices remove limitations and replace them with wonder, critique, inquiry, and innovation. SPA curriculum will focus on how the arts intersect and interact within core subjects such as English, Social Science, Science, and Math. “STEAM represents a paradigm shift from traditional education philosophy, based on standardized test scores, to a modern ideal which focuses on valuing the learning process as much as the results” (Deron Cameron, 2012). Essentially, students learn best when they have the freedom to make mistakes, think outside the box, try multiple ideas, and listen to others – all of which apply to real life skills and knowledge they will use beyond the exam.

It has been proven that the fundamental principles of rigor, relevance, and relationships are key to any quality learning institution. Educational leader Bill Daggett, who coined the three Rs, often espouses that “[s]tudents don’t care how much you know until they know how much you care.” These are words to live by at the SPA, and our emphasis on the value of building relationships with students trumps all other pedagogical strategies. We also believe in extended relationships beyond the classroom, eventually resulting in the creation of a community school, which has a culture of spirit, safety, and inclusion. Rigor and relevance are nearly as important, rounding out the ideal learning environment.

Every SPA student needs 21st century knowledge and skills to succeed as professional artists, effective citizens, workers, and leaders. 21st century student outcomes are a blending of specific skills, content knowledge, expertise and literacies with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century and beyond. STEAM initiatives, arts integration, and 21st century skills are mutually supportive. In today’s world, every professional must have the ability to communicate and collaborate and be effective in all skills in order to be successful. All SPA students, whether they pursue the performance arts or technical careers, will benefit greatly from the fusion of all of the aforementioned educational practices.

Arts Integrated Curriculum

True arts integrated programs go far beyond what is offered in traditional Visual and Performing Arts elective programs. As Susan Riley, renowned arts integration specialist explains, “Integration requires collaboration, research, intentional alignment and practical application on behalf of the teachers who take on this challenge.” Traditional VAPA elective programs are largely taught as just that, electives. They are performance based and provide enrichment opportunities for the students who choose to take advantage of them. These programs are designed to be “stand alone” meaning the arts content is not consciously integrated into core academic subject matter courses. Formal arts integrated programs, like SPAs, rely on the support of educator collaboration across subject matters. This takes dedicated time and education to achieve. The SPA seeks to build its academic program allowing for this to take place in a meaningful way so that all courses,

academic and arts focused, will embody instruction that both meets the Common Core State Standards and aligns with the National Core Arts Standards, which have been provided below (see Appendix “E” for more information).

National Core Arts Standards Artistic Processes and Anchor Standards			
Artistic Processes			
Creating Definition: Conceiving and developing new artistic ideas and work.	Performing/Presenting/Producing Definitions: Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	Responding Definition: Understanding and evaluating how the arts convey meaning.	Connecting Definition: Relating artistic ideas and work with personal meaning and external context.
Anchor Standards			
Students will: 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	Students will: 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	Students will: 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	Students will: 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Based on extensive research, the California Alliance for Arts Education has developed “10 Important Things to Know About Arts Education in California” to highlight the need for more purposeful arts education opportunities.



10 Important Things to Know About Arts Education in California

California is falling behind. For the past thirty years arts education in California’s schools has been disappearing at an alarming rate. Only 11% of the public schools are meeting state goals for arts instruction. The state’s recent fiscal crisis has resulted in still more dramatic cuts to visual and performing arts education programs.

Extensive research has demonstrated that arts education engages students in learning, contributes to higher test scores and reduces truancy and dropout rates.

A Harris Poll shows that a resounding **93% of Americans consider the arts to be vital to providing a well-rounded education** for children and a critical link to learning and success.

Arts education helps prepare our students for the expectations of the twenty- first century workforce, which includes the ability to innovate, communicate and collaborate. One in six jobs in Southern California is now in the creative industries, including entertainment and communication arts, digital design, product and industrial design.

The arts are uniquely positioned to **engage students who might otherwise drop out of school**. Quality arts education is an essential component of a complete educational experience for every student.

Arts education is **an essential component of a strong academic foundation**, giving students the flexibility for whatever path they choose—whether it is the workforce or a community or four-year college.

As schools have felt increasing pressure from standardized tests and federal mandates to spend more time on reading and math, school curricula is narrowing in focus, leading to a **22% reduction in the amount of time spent on arts and music instruction**.

Arts education is mandated in our State Education Code for pupils in grades 1-12, in the disciplines of dance, music, theater and visual arts. The code does not mandate schools to follow these content standards, which leaves implementation of arts education to the discretion of each school district.

Due to the efforts of parents who value arts programs, **privately funded high quality programs have been maintained in wealthier school districts**. But a child’s access to arts education should not be predicated by where they happen to live.

Your commitment to supporting arts education in our schools will make a difference. **We ask your support in helping to ensure that arts education becomes part of a more balanced and creative curriculum that every child receives as part of a quality education!**

Provided by the California Alliance for Arts Education www.artsed411.org 2/11

Due to the aforementioned need for arts education, the SPA has designed their curricular program based on the goal of integrating arts standards in areas of dance, music, and theatre as mandated in the State Education Code (51210 and 51220). While this mandate applies to all grades 1-12, “the code does not mandate schools to follow these content standards, which leaves implementation to the discretion of each school [and] district” (California Alliance for Arts Education, 2011). With a short fall of state funding for education, there is little incentive to invest

in the type of teacher education necessary to build arts-integrated programs in traditional secondary schools. Rather, the need is perceived as being met by offering elective VAPA programs. These are performance-based courses that do not have a primary focus on training or alignment with Common Core State Standards. “Arts Integration allows us to build chefs who make choices -- not cooks who merely follow the recipe” (Susan Riley, 2008). The arts need to be eggs not frosting. By designing an authentic arts integrated program, the SPA can effectively teach the rigors of the arts and exceed the traditional implementation of the Common Core currently at work in comprehensive schools.

Authentic arts integrated curriculum, like the Common Core, requires students to compare source material, carry out research, edit and revise their work, resulting in a more extensive process and a meaningful outcome. Focusing on this process is a requirement set forth in the Common Core Math Practices, which makes a compelling statement that “habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy” is an area of vital importance (ccsstoolbox – Standards for Mathematics). It stands to reason that a student struggling in math that has the opportunity to learn mathematical concepts through the arts would have a much better chance at developing mathematical habits of mind. Furthermore, many of these math practices align naturally with the Artist’s Habits of Mind, a comparison of which has been included in Appendix “F”. In addition, a comparison between the Common Core English Language Arts standards and the naturally aligned Arts Standards has been included in Appendix “G”.

Arts integrated curriculum allows students to experience a rich engagement in the rigors of critical thinking, problem solving, collaboration, and innovation, which is exactly what the Common Core State Standards ask of students. In fact, this type of “student involvement in the arts is linked to higher academic performance, increased standardized test scores, greater involvement in community service and lower dropout rates” (James Catterall, 1997). According to Champions of Change, a project sponsored by University of California Graduate School of Education & Information Studies, “Students who attend schools where the arts were integrated into classroom curriculum outperform their peers in math and reading who did not have an arts-integrated curriculum.” Furthermore, similar studies have shown that students who have access to authentic arts integrated opportunities have “better attendance, increased student stamina, and increased achievement in all populations – but particularly among special education and minority students” (Susan Riley, 2014).

According to a study from the National Endowment for the Arts, “Both 8th-grade and high school students who had high levels of arts engagement were more likely to aspire to college than were students with less arts engagement. (Up to 31% more)... Students who had intensive arts experiences in high school were three times more likely than students who lacked those experiences to earn a bachelor’s degree. They also were more likely to earn “mostly A’s” in college. Even among students of high socioeconomic status, those with a history of arts involvement earned “mostly A’s” at a higher rate than did students without an arts-rich background (55 percent versus 37 percent)” (Catterall 2012). Not only do these students outperform their peers, the same study reports that students with intensive arts experiences in

high school were more likely to be civic-minded and take an interest in current affairs, engage in local or school politics and become conscientious voters.

Percent of Young Adults Who Attended College and Achieved College-Related Outcomes (2000)
Low-SES Students

	Low arts	High arts
Ever attended college after high school	48%	71%
Ever attended a four-year college	17%	39%
If they attended college:		
Earned as highest degree:		
Associate's degree	10%	24%
Bachelor's degree	6%	18%
Graduate or professional degree	0%	1%
Earned mostly A's in college	9%	15%

Note: Differences shown in bold are statistically significant.
Source: NELS:88. From 1988, when participants were in the 8th grade, to 2000, when most had turned 26.

Finally, arts integration allows students the opportunity to develop their close reading, analysis, and synthesis skills beyond a simple engagement with text by investigating a piece of art, composition, drama or dance, musical arrangement, or film. In a recent workshop provided by Carol Jago sponsored by the Contra Costa County Office of Education, Ms. Jago emphasized the ELA/Literacy standard of building knowledge through content rich non-fiction and informational text and regular practice with complex text and its academic vocabulary. Of particular focus was the need to utilize visual media sources such as advertisements and film, as well as music and dramatic works as source material to help students meet the standard. Ms. Jago also championed the use of STEAM education as an integral part of helping students achieve success with the Common Core requirements.

STEAM (Science, Technology, Engineering, Arts, Mathematics):

With so much of the focus on STEM education, the transformation to STEAM education with an emphasis on the arts becomes critical when looking at the skill set employers want to see in their applicant pool. “1,500 CEOs surveyed by IBM ranked creativity as the most important leadership quality they are looking for in their workers” (IBM, 2010). In addition, as reported by the California Alliance for Arts Education as a result of a recent study, “one out of six jobs in Southern California is now in the creative industries; and the creative economy is the second largest regional business sector” (Otis College of Art & Design, 2009). This data highlights the unmet need in our own area justifying the necessity for a school like the Contra Costa School of the Arts. While visual and performing arts electives in traditional schools serve to enrich students’ lives with the arts, they do not provide the training and academic rigor demanded by the Common Core, higher education, and 21st century careers.

STEAM education embodies the following core components:

- STEAM is an integrated approach to learning, which requires an intentional connection between standards, assessments and lesson design/implementation.
- True STEAM experiences involve two or more standards from Science, Technology, Engineering, Math and the Arts to be taught AND assessed in and through each other.
- Inquiry, collaboration, and an emphasis on process-based learning are at the heart of the STEAM approach.
- Utilizing and leveraging the integrity of the arts themselves is essential to an authentic STEAM initiative.

While STEM education has focused solely on left-brain functions, STEAM education seeks to engage both sides of the brain. A recent study suggests whole brain decision-making leads to more effective outcomes. Right-brain methods add the use of demonstrations (such as performance-based assessments), visual imagery, and open-ended questions for critical thinking. As shown in the graphic below, students need both creativity and technical skills in order to be highly successful in today’s 21st century workplace.

STEM VS. STEAM

WHY HALF IS NOT ENOUGH

Where Do You Stand?

CENTER BRAIN (CORPUS CALLOSUM)

MAIN FUNCTIONS: Advanced Abilities
Realization and Ability
to Correct Errors

**BOTH SIDES OF THE
BRAIN DETERMINE:** Personality Traits
Personal Abilities

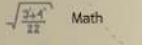
LEFT MAIN FUNCTIONS:



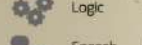
Controls
Muscles on
Right Side
of Body



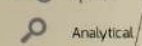
Controls
Language



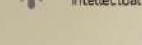
Math



Logic



Speech



Analytical



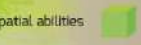
Intellectual

TEACHING STYLE
Verbal Instructions
Talking and Writing
Multiple Choice Tests

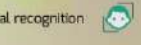
RIGHT MAIN FUNCTIONS:



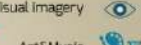
Controls
Muscles on
Left Side
of Body



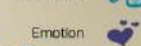
Spatial abilities



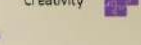
Facial recognition



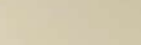
Visual imagery



Art&Music



Emotion



Creativity

TEACHING STYLE
Demonstrated Instructions
Drawing and Manipulating Objects
Prefers Open Ended Questions

PERSONALITIES WITH STRONG CREATIVITY AND TECHNICAL SKILLS



STEVE JOBS
APPLE • PIXAR • NEXT
Imaginative
Innovative
Visionary



MARISSA MAYER
YAHOO!
Idea connector
Prolific
Systematic



ALBERT EINSTEIN
THEORETICAL PHYSICIST
Imaginative
Intuitive
Effective Communicator



DONG-HOON CHANG
SAMSUNG
Innovative
Forward Thinking
Inspired

“Whether today's students go on to be artists, doctors or politicians, we know that the challenges their generation faces will demand creative solutions. We should fully expect that, in the coming decades, many of our best leaders will come from art and design backgrounds” (John Maeda, 2012).

Rigor/Relevance Framework

The importance of rigor and relevance are best articulated by the International Center for

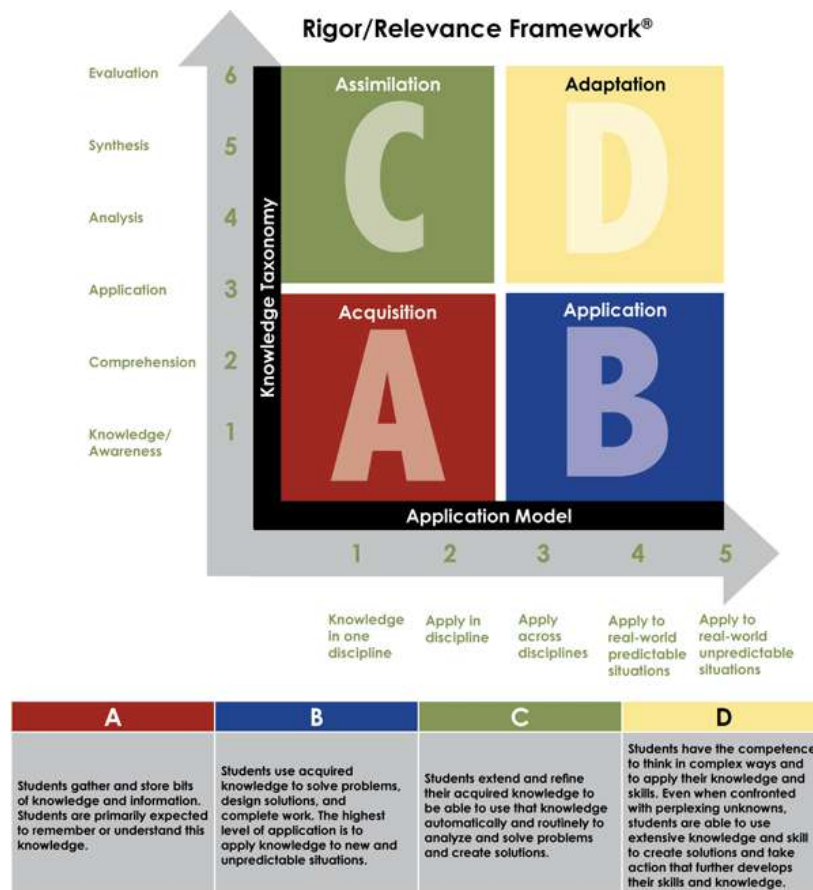
Leadership in Education (Dr. Willard Daggett, 2014):

The Rigor/Relevance Framework is a tool developed by staff of the International Center for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement.

First, there is the Knowledge Taxonomy, a continuum based on the six levels of Bloom's Taxonomy, which describes the increasingly complex ways in which we think. The low end involves acquiring knowledge and being able to recall or locate that knowledge. The high end labels the more complex ways in which individuals use knowledge, such as taking several pieces of knowledge and combining them in both logical and creative ways.

The second continuum, known as the Application Model, is one of action. Its five levels describe putting knowledge to use. While the low end is knowledge acquired for its own sake, the high end signifies use of that knowledge to solve complex real-world problems and to create unique projects, designs, and other works for use in real-world situations.

The Rigor/Relevance Framework has four quadrants. Each is labeled with a term that characterizes the learning or student performance at that level.



The Rigor/Relevance Framework is easy to understand. With its simple, straightforward structure, it can serve as a bridge between school and the community. It offers a common language with which to express the notion of a more rigorous and relevant curriculum.

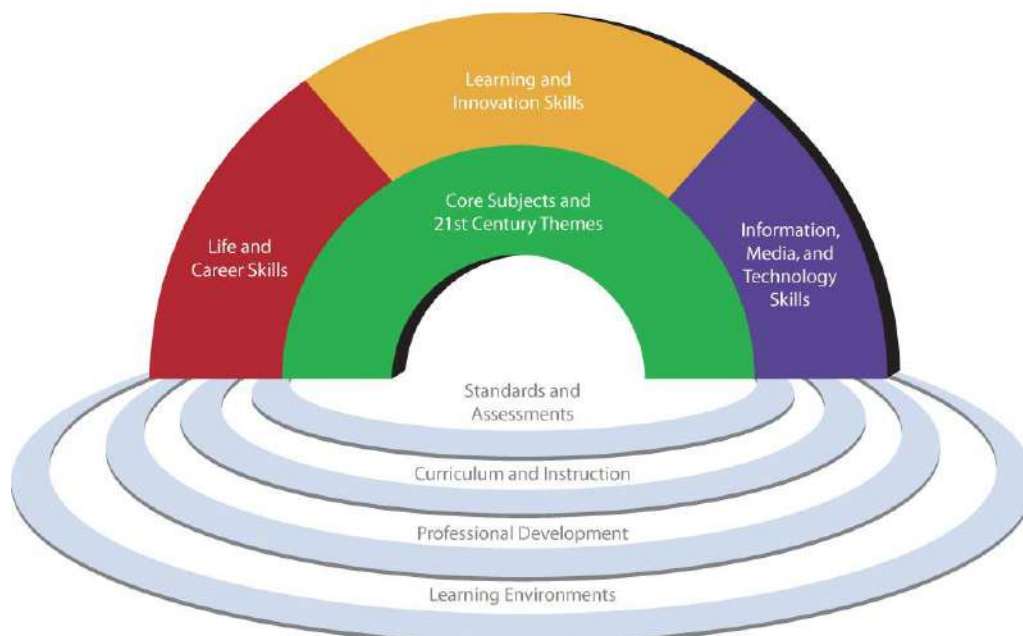
The Rigor/Relevance Framework is versatile; it can be used in the development of instruction and assessment. Likewise, teachers can use it to measure their progress in adding rigor and relevance to instruction and to select appropriate instructional strategies to meet learner needs and higher achievement goals.

In addition to the Rigor and Relevance Framework, SPA firmly believes in the power of artistic expression and performance education to both provide an effective educational niche and bolster the learning experience. Students learn best in an environment that taps into multiple modalities. Academic rigor combined with the performance arts has been proven to be an effective pedagogical approach. The Contra Costa School of Performing Arts will provide the missing link for these students.

Description of an Educated Person in the 21st Century

In recognition of the complex nature of this question and the importance the answer has on the vision for a school, SPA has adopted the “Framework For 21st Century Learning” as articulated by the Partnership for 21st Century Skills (www.p21.org). The Partnership is a national organization that advocates for 21st century readiness for every student. We believe this is the most comprehensive description of what constitutes an educated person in the 21st century. The framework is included in detail below:

21st Century Student Outcomes and Support Systems



21st CENTURY STUDENT OUTCOMES

The elements described in this section as 21st century student outcomes (represented as the arches of the “rainbow” in the image above) are the knowledge, skills and expertise students should master to succeed in work and life in the 21st century.

CONTENT SUBJECTS AND 21st CENTURY THEMES

Mastery of content subjects and 21st century themes is essential for all students in the 21st century. Content subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to mastery of these subjects, SPA will also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness
 - o Using 21st century skills to understand and address global issues
 - o Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
 - o Understanding other nations and cultures, including the use of non-English languages
- Financial, Economic, Business and Entrepreneurial Literacy
 - o Knowing how to make appropriate personal economic choices
 - o Understanding the role of the economy in society
 - o Using entrepreneurial skills to enhance workplace productivity and career options
- Civic Literacy
 - o Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
 - o Exercising the rights and obligations of citizenship at local, state, national and global levels
 - o Understanding the local and global implications of civic decisions
- Health Literacy
 - o Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health

- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues
- Environmental Literacy
 - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
 - Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
 - Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
 - Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

LEARNING AND INNOVATION SKILLS

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

CREATIVITY AND INNOVATION

- Think Creatively
 - Use a wide range of idea creation techniques (such as brainstorming)
 - Create new and worthwhile ideas (both incremental and radical concepts)
 - Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- Work Creatively with Others
 - Develop, implement and communicate new ideas to others effectively
 - Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
 - Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
 - View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- Implement Innovations
 - Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

CRITICAL THINKING AND PROBLEM SOLVING

- Reason Effectively
 - Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Use Systems Thinking
 - Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Make Judgments and Decisions
 - Effectively analyze and evaluate evidence, arguments, claims and beliefs
 - Analyze and evaluate major alternative points of view
 - Synthesize and make connections between information and arguments
 - Interpret information and draw conclusions based on the best analysis
 - Reflect critically on learning experiences and processes
- Solve Problems
- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

COMMUNICATION AND COLLABORATION

- Communicate Clearly
 - Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
 - Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
 - Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
 - Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
 - Communicate effectively in diverse environments (including multi-lingual)
- Collaborate with Others
 - Demonstrate ability to work effectively and respectfully with diverse teams
 - Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
 - Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an

unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

INFORMATION LITERACY

- Access and Evaluate Information
 - o Access information efficiently (time) and effectively (sources)
 - o Evaluate information critically and competently
- Use and Manage Information
 - o Use information accurately and creatively for the issue or problem at hand
 - o Manage the flow of information from a wide variety of sources
 - o Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

MEDIA LITERACY

- Analyze Media
 - o Understand both how and why media messages are constructed, and for what purposes
 - o Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
 - o Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
- Create Media Products
 - o Understand and utilize the most appropriate media creation tools, characteristics and conventions
 - o Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

INFORMATION, COMMUNICATIONS AND TECHNOLOGY (“ICT”) LITERACY

- Apply Technology Effectively
 - o Use technology as a tool to research, organize, evaluate and communicate information
 - o Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
 - o Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

LIFE AND CAREER SKILLS

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

FLEXIBILITY AND ADAPTABILITY

- Adapt to Change
 - o Adapt to varied roles, jobs responsibilities, schedules and contexts
 - o Work effectively in a climate of ambiguity and changing priorities
- Be Flexible
 - o Incorporate feedback effectively
 - o Deal positively with praise, setbacks and criticism
 - o Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

- Manage Goals and Time
 - o Set goals with tangible and intangible success criteria
 - o Balance tactical (short-term) and strategic (long-term) goals
 - o Utilize time and manage workload efficiently
- Work Independently
 - o Monitor, define, prioritize and complete tasks without direct oversight
- Be Self-directed Learners
 - o Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
 - o Demonstrate initiative to advance skill levels towards a professional level
 - o Demonstrate commitment to learning as a lifelong process
 - o Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

- Interact Effectively with Others
 - o Know when it is appropriate to listen and when to speak
 - o Conduct themselves in a respectable, professional manner
- Work Effectively in Diverse Teams
 - o Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
 - o Respond open-mindedly to different ideas and values
 - o Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

- Manage Projects
 - Set and meet goals, even in the face of obstacles and competing pressures
 - Prioritize, plan and manage work to achieve the intended result
- Produce Results
 - Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically
 - Manage time and projects effectively
 - Multi-task
 - Participate actively, as well as be reliable and punctual
 - Present oneself professionally and with proper etiquette
 - Collaborate and cooperate effectively with teams
 - Respect and appreciate team diversity
 - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

- Guide and Lead Others
 - Use interpersonal and problem-solving skills to influence and guide others toward a goal
 - Leverage strengths of others to accomplish a common goal
 - Inspire others to reach their very best via example and selflessness
 - Demonstrate integrity and ethical behavior in using influence and power
- Be Responsible to Others
 - Act responsibly with the interests of the larger community in mind

21st CENTURY SUPPORT SYSTEMS

The elements described below are the critical systems (represented as the “pools” at the bottom of the image above) necessary to ensure student mastery of 21st century skills. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today’s students.

- 21st Century Standards
 - Focus on 21st century skills, content knowledge and expertise
 - Build understanding across and among core subjects as well as 21st century interdisciplinary themes
 - Emphasize deep understanding rather than shallow knowledge
 - Engage students with the real world data, tools and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems
 - Allow for multiple measures of mastery

- Assessment of 21st Century Skills
 - Supports a balance of assessments, including high-quality standardized testing along with effective formative and summative classroom assessments
 - Emphasizes useful feedback on student performance that is embedded into everyday learning
 - Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills
 - Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers
 - Enables a balanced portfolio of measures to assess the educational system's effectiveness in reaching high levels of student competency in 21st century skills

- 21st Century Curriculum and Instruction
 - Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes
 - Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning
 - Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
 - Encourages the integration of community resources beyond school walls

- 21st Century Professional Development
 - Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
 - Balances direct instruction with project-oriented teaching methods
 - Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills
 - Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students
 - Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
 - Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
 - Supports the continuous evaluation of students' 21st century skills development
 - Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
 - Uses a scalable and sustainable model of professional development

- 21st Century Learning Environments
 - Create learning practices, human support and physical environments that will

- support the teaching and learning of 21st century skill outcomes
- Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice
- Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)
- Allow equitable access to quality learning tools, technologies and resources
- Provide 21st century architectural and interior designs for group, team and individual learning
- Support expanded community and international involvement in learning, both face-to-face and online

Educated people must become self-motivated, competent and lifelong learners who recognize that learning is a lifelong process not restricted to the classroom. The staff at SPA will model what it means to be an educated person in the 21st century through its commitment to the Student Outcomes and integration of the Support Systems of the “Framework For 21st Century Learning.”

Core Academic Program

SPA believes that the combination of rigorous arts integrated academics and a pre-professional performing arts program focused on training will lead to the best results for our students. We look to models of success in this state and across the country who have proven this educational construct to be successful. SPA will reach out to similar schools in order to learn from them and establish a network of professional partnerships. Our first such example is the Oakland School for the Arts. They have indicated their commitment to support SPA in a letter from Executive Director Dr. Donn Harris, recently elected Chairman of the California Arts Council, attached as Appendix “H”

SPA will blend an engaging and challenging academic program founded in UC “a-g” coursework and aligned to the Common Core State Standards (CCSS) with a rich and nurturing performance arts program offering unparalleled professional training in four artistic conservatories:

- 1) Theatre Conservatory
- 2) Music Conservatory
- 3) Dance Conservatory
- 4) Production and Design Conservatory

In middle school, students will experience all four conservatories each year in a quarterly arts survey wheel of courses. Upon completion of their 8th grade year, students will designate a high school conservatory and this will be the primary drive behind their elective course selection. Students may switch conservatories as space and program permits.

Students will take conservatory elective courses in the afternoon, whereas the class time before noon will be devoted to core arts integrated academic courses. The conservatory elective program will include a comprehensive and pre-professional curriculum designed to start with

fundamental history and principles of the performance art and then spiral into more specialized studies. Please refer to the draft Academic & Conservatory Program of Study in Appendix “I”, as well as a draft of the SPA course catalog in Appendix “J”. A conservatory program is inherently about intensive training and technique acquisition (process vs. product) with multiple opportunities for students to demonstrate mastery of their skills, however students will also be exposed to a plethora of extra-curricular performance opportunities outside of the school day.

Theatre Conservatory:

The Contra Costa School of Performing Arts Theatre Conservatory offers a comprehensive and thoughtfully crafted curriculum, which aims to prepare students both for university training and employment in acting, in addition to majors and careers outside of the performance arts. Courses balance theory and technique in recognition that theatre is both a vocation and an academic discipline. Students will be working with professionals who come from a wide array of backgrounds and have a wide array of specializations, exposing students to multiple schools of thought on craft and technique.

SPA’s Theatre Conservatory will be an integral part of our fully functioning “production company,” offering a full season of plays and special events which showcase the collaborations of faculty and students. Productions offer students the chance to work in a wide array of styles, periods, and genres, giving them the chance to apply what they learn in the classroom to the stage.

Student actors will take intensive core classes based on specific topics within acting as well as grade-level classes that form a coherent sequence across the student’s years at SPA. Before students graduate from the Theatre Conservatory, they will be able to generate and conceptualize artistic ideas and work, develop and refine artistic work for presentation, interpret intent and meaning in artistic work and relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Music Conservatory:

The Contra Costa School of Performing Arts Music Conservatory offers artistic training for aspiring vocalists and musicians. Students are trained in a variety of musical genres including jazz, classical, musical theatre, spirituals, and contemporary. There is a strong emphasis on music history, theory, technique, and literacy.

In SPA’s Music Conservatory, students will learn to be competitive and relevant in today’s artistic climate. The objective is to prepare students for the expectations that are present at both the professional and collegiate level; training students for rehearsals, performance and solo opportunities while building their repertoire. Before students graduate from the Music Conservatory, they will be able to demonstrate an ability to sight-read, hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, and texture and express

themselves artistically over a cross-section of the repertory they have learned throughout their conservatory experience. Students we be able to work collaboratively and as leaders in musical interpretation demonstrating an understanding of compositional processes, aesthetic properties of music, and the ways these shape and are shaped by artistic and cultural forces.

Dance Conservatory:

The Contra Costa School of Performing Arts Dance Conservatory offers a rigorous and challenging dance atmosphere, through dance training with an emphasis on building the strong technical foundations necessary for today's college entrance requirements and professional dance world. Students are trained in Ballet, Jazz/Broadway and Modern techniques with an emphasis on understanding and embodying the roles technical expertise and artistic expression play in the professional dancer. Daily classes in dance technique are geared toward developing a greater comprehension and continued awareness of how strong training is an essential component in developing the full potential of the professional dancer and performer.

In SPA's Dance Conservatory, students will experience dance training through discipline, and etiquette. This process will make visible to the students the connection between dance and life and life and dance. The knowledge, discipline, and serious nature of the four year course of study is intended to arm students with the strong technical foundation, confidence, and self-discipline that allow them to advance their education in conservatories and colleges, to prepare for careers in dance, or to aspire to achieve any future they envision for themselves. Before students graduate from the Dance Conservatory, they will refine and complete artistic work, convey meaning through the presentation of artistic work, synthesize and relate knowledge and personal experiences to make art, and understand and evaluate how dance conveys meaning.

Production and Design Conservatory:

The Contra Costa School of Performing Arts Production and Design Conservatory is for students who desire a program of study intended to prepare them for production and design or theatre business management majors in college in addition to pre-professional training for a career in design, technology, or management in the entertainment industry. Through a rigorous series of courses, students will be prepared for higher education and work in the professional industry but also for a lifetime of creative exploration. Students will study all aspects of producing shows and events from the initial concept ideas and designs to the finishing touches. They will gain practical experience on state-of-the-art equipment, acquire fundamental techniques and vocabulary, and develop business and management skills that are valuable in the real-world job market. SPA's Production and Design Conservatory will graduate critically engaged and technologically sophisticated students in the fields of scenery, costumes, stage and theatre business management, lighting, and sound.

As SPA's primary focus is providing students with a college ready academic program that embraces STEAM education and intense arts integration, SPA will adopt an integrated arts pedagogy. Integrated arts education for our purposes will be one where the performance arts are deeply embedded within the core curricular subjects and elevate the overall learning experience.

With integrated arts education, performance art will play a major role in helping students address broad curricular themes and achieve robust habits of mind including such characteristics as imagination, discipline, collaboration, inquiry, divergent problem solving, empathy, and making connections. The focus will be on teaching Common Core State Standards along side the National Core Arts Standards to effectively strengthen students' abilities to attain, analyze, discern, and invent knowledge.

Basic Characteristics of an Integrated Arts Education:

- Requires in depth study of performance art, involving students in processes that are authentic to the arts (creating, performing, and responding)
- Involves teaching for deeper understanding of core subjects using the arts (in line with CCSS)
- Promotes student ability to solve problems, analyze knowledge, generate insights, use their imaginations and curiosity, synthesize new relationships among ideas, and make meaningful connections across subject matters
- Is standards-based and requires standards-based assessments that address the arts
- Consciously applies methodology and language from complementary subjects, including the arts, to examine a central theme, issue, problem, topic or experience
- Engages all students in active learning, providing a forum for them to create, perform and respond artistically in core subject areas
- Involves community resources (from performance art professionals to performing arts venues) in and out of school
- Acknowledges and fosters multiple intelligences, critical thinking, and artistic scholarship in students
- Maintains a high level of academic rigor and supports the college-bound population.

Students will engage in intensive study in both their performing arts conservatory electives as well as core UC/CSU approved "a-g" courses. To better understand how SPA will achieve an arts integrated program, see Appendix "K" illustrating a student's view of a sample "Day in the Life at the SPA."

The "Studio Thinking – Artistic Habits of Mind Framework"

As part of a Harvard Graduate School of Education study called the Studio Thinking Project (See Appendix "L" to review the complete study and its findings), researchers analyzed arts education

and ultimately codified best practices into a framework of eight habits. These habits are developed and sustained through the pursuit of an artistic discipline, yet apply to endeavors of many different types. The framework has been recognized as the specific domains of growth and development that cut across all areas of arts education, and have definite and meaningful applicability to all areas of 21st century educational outcomes. (artsedsearch.org) The habits are as follows:

- **Develop Craft:** As a result of participating in arts classes, students acquire the skills or techniques needed to work with various media.
- **Engage and Persist:** Students are taught to embrace problems of relevance within the art world and/or of personal importance, engage in a project, focus on a task for a sustained period of time and persist with their work.
- **Envision:** Students are taught to generate mental images that will help guide their work and use their imagination to think of new ideas and forms.
- **Express:** Students are meant to learn to go beyond craft to convey a personal vision and meaning in their work. This habit of mind includes making works exemplify a property that is not visible such as mood or atmosphere.
- **Observe:** Students are taught to look closely at their own works (the color, line, texture, forms, structure, expression, and style), at others works (whether by their peers or by professional artist), and the world (when they are working from observation) and to notice things they might have otherwise missed.
- **Reflect:** Students are asked to think about and explain their process, intentions, and decisions. They are also asked to judge their own work and that of others.
- **Stretch and Explore:** Students are expected to try new things, to explore, take risks, and capitalize on their mistakes.
- **Understand Art World:** Students in visual arts classes learn about art history and the practicing art world today and their own relationship to today's art world.

SPA will adopt and implement the eight habits as a pedagogical strategy for arts integrated education in both core academic courses and conservatory courses. In addition, SPA will also seek curricular partners and supporters in the adoption innovative, common core aligned arts integrated curriculum such as the following organizations:

Envision Schools and Envision Learning Partners

The Envision Schools organization places a strong emphasis on providing “challenging curriculum that requires all students to complete the A-G Common Core coursework, ensuring that they are eligible and prepared to attend a four-year university” (Envisionschools.org). In addition, Envision educators work to provide challenging project-based assignments that incorporate 21st century skills and Common Core integration. Perhaps the most valuable component of the Envision program is the authentic assessments, which allow students the opportunity to showcase what they know through portfolio presentations and defenses. As these curricular models have shown great success in providing students with the skills they need to thrive in college, in future careers,

and in life, SPA looks forward to partnering with Envision Learning Partners whose mission is to “bring Envision Schools’ unique and effective approach to transforming student learning to schools and districts across the country” (Envisionschools.org). Please see Appendix “M” to find a partnership letter from Envision as well as an article illustrating the success of the “Know, Do, Reflect” method of the Envision program by Envision Schools founder Bob Lenz.

Create California

SPA seeks to engage in and support the statewide arts education coalition, an initiative recently championed by State Superintendent of Public Instruction, Tom Torlakson, to elevate arts education to a core subject, making it available to all students so that it can “retain its vital role in developing creative expression and critical thinking skills in preparation for 21st century careers” (Createca.net). SPA fully supports the Superintendent’s mission as laid out in the Blueprint for Creative Schools (See Appendix “N” for the two-page summary of the Blueprint) which highlights policy recommendations to embed the arts into the fabric of the educational system along two key themes:

- Infusing the 4 C’s of 21st Century Learning - critical thinking, communication, collaboration and creativity – into all education policy
- Equity and access are the overriding critical lenses through which to view all policy recommendations

Young Audiences Arts for Learning (Young Audiences of Northern California)

As SPA fully supports the mission of the Young Audiences organization to “create arts experiences that inspire young people, expand learning, and enliven communities,” SPA seeks to enter into a partnership with Young Audiences of Northern California to provide arts integrated education professional development for SPA core and arts educators, as well as curriculum models for SPA students.

Young Audiences Arts for Learning is more than 60 years old and was established in 1952. As a national network, it serves over 5 million children each year across the country through 30 local affiliates, one of which is located in San Francisco serving the entire Bay Area. Young Audiences is dedicated to local education and community development seeking to impact arts in education practices and policies on a national level. To this end, the organization has engaged in several case studies to address the purposeful implementation of quality arts curriculum into schools at all grade levels. These programs have tackled such essential questions as “How can schools make a systemic cultural shift by empowering teachers to understand, value and create arts-integration experiences to promote learning?” and “How can students use the arts as part of their lives to demonstrate a knowledge and understanding of global issues that effect their world?” to more focused studies such as “Can abstract concepts of science be physicalized and taught through dance?” and “Can we ameliorate bullying behaviors and encourage students to think critically and empathetically through techniques of improvisational theater?”

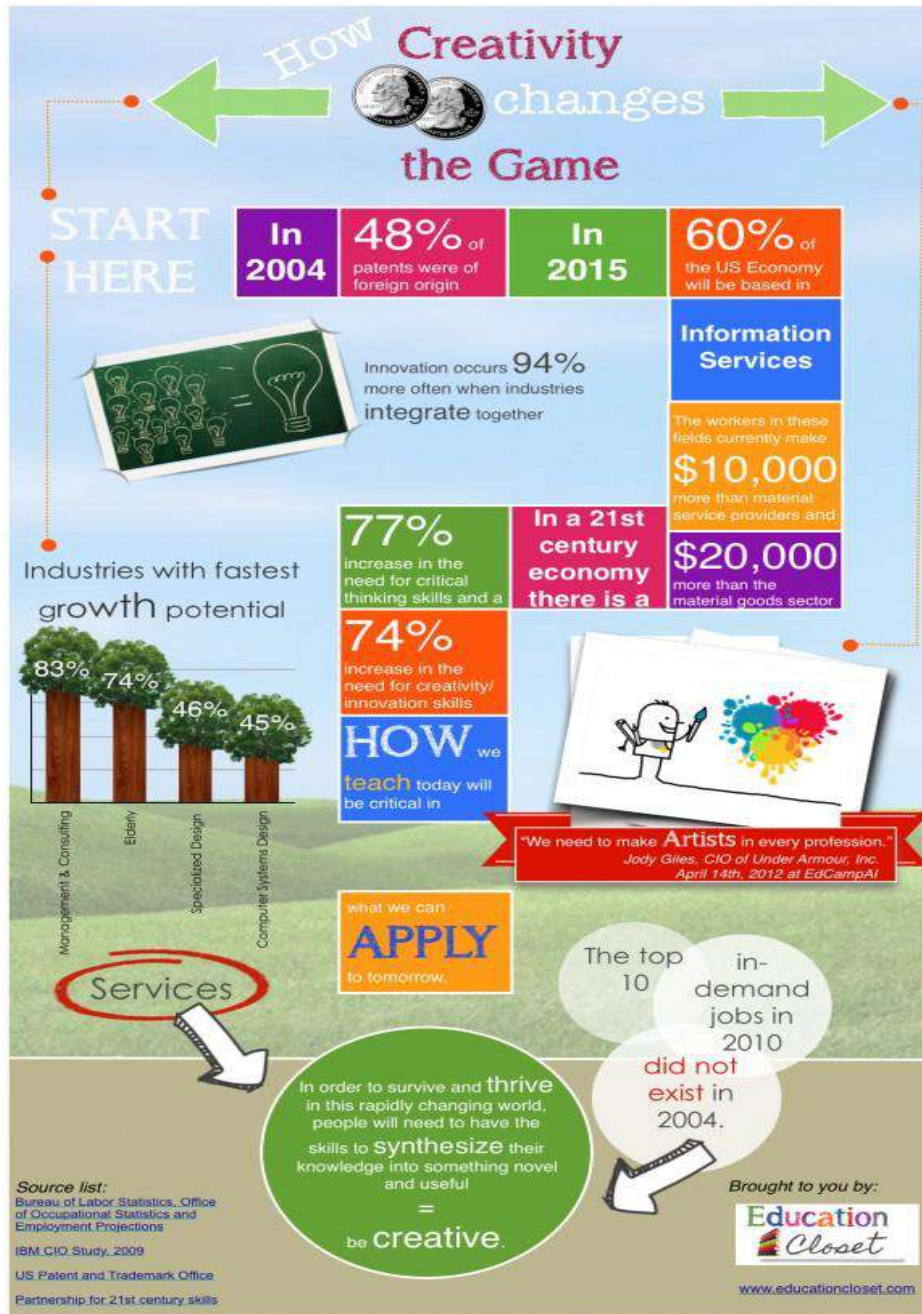
The outcomes of these case studies provide everything from lesson plans to scholarly research

findings for schools and educators to utilize in the planning of their own arts integrated curriculum and are particularly useful in educating middle school students.

Education Closet (STEAM Education)

Education Closet was founded by Susan Riley, Arts Education Specialist, to “provide a resource for educators everywhere to learn and discuss how, where, and why integration works” (Educationcloset.com). As SPA is dedicated to implementing an authentic arts integrated curriculum, SPA also supports Education Closet’s core beliefs:

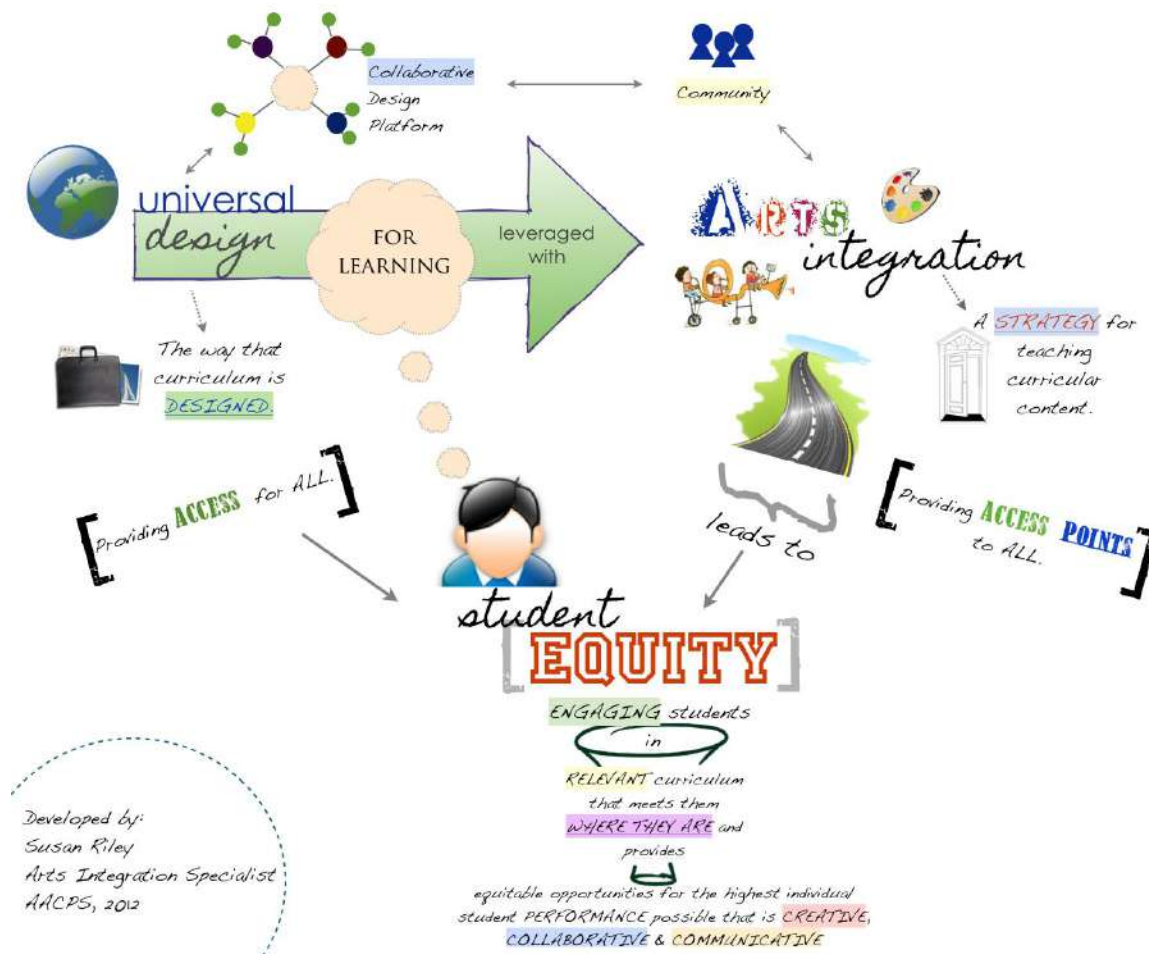
- **Creativity is Key.** Too often our educational system relies solely on a single, standardized measure to determine student success. This doesn’t serve our students well and demeans their capacity for innovation. We resolve to bring back creativity in teaching and learning.



- **Teaching is a science and an art.** Alignment provides authenticity. To make true connections with students, we must honor all content areas with authentic alignments of standards and assessments. Only then can lessons be engaging and innovative.
- **Integration of the Arts and Technology give students the opportunity to make real meaning** through their learning. By making intentional connections to the arts and technology, we are preparing students for the real challenges and opportunities afforded by the 21st century.

Education Closet is home to a community of teachers, leaders, artists and learners who strive to

bring the creative spirit back to the classroom and seek out the full potential of each student. (Please see several examples of arts integrated lesson plans inspired by Education Closet member educators in Appendix "O".)



Ultimately, SPA will prepare all students for college and career readiness in the 21st century. Though not all SPA graduates will end up with a career in the entertainment industry, fostering a sense of artistic creativity will certainly add to their employability and success. Research suggests a direct correlation between involvement in the arts or arts education and heightened mathematical, reading, critical thinking and organizational skills in addition to better self-concept, tolerance and empathy for others. SPA will provide artistic and technical outlets for young artists and arts enthusiasts in grades 6-12 in partnership with a premier performance arts venue in the District. We will train our students to focus on both their academic and artistic education simultaneously.

Pedagogical Strategies

Within the SPA Academic Program, and in addition to the arts integrated approaches previously described, SPA will adopt research-based best practices including, but not limited to:

- Highly Effective Instructional Strategies (Robert Marzano and John Hattie)
 - Identifying Similarities and Differences: helps students understand more complex problems by analyzing them in a simpler way
 - Use Venn diagrams or charts to compare and classify items.
 - Engage students in comparing, classifying, and creating metaphors and analogies.
 - Summarizing and Note-taking: promotes comprehension because students have to analyze what is important and what is not important and put it in their own words
 - Provide a set of rules for asking students to summarize a literary selection, a movie clip, a section of a textbook, etc.
 - Provide a basic outline for note-taking, having students fill in pertinent information
 - Reinforcing Effort and Providing Recognition: showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.
 - Share stories about people who succeeded by not giving up.
 - Find ways to personalize recognition. Give awards for individual accomplishments.
 - "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.
 - Homework and Practice: provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.
 - Establish a homework policy with a specific schedule and time parameters.
 - Vary feedback methods to maximize its effectiveness.
 - Focus practice and homework on difficult concepts.
 - Nonlinguistic Representations: has recently been proven to stimulate and increase brain activity.
 - Incorporate words and images using symbols to represent relationships.
 - Use physical models and physical movement to represent information.
 - Cooperative Learning: has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner. Can be implemented virtually as well as in person.
 - Group students according to factors such as common interests or experiences.
 - Vary group sizes and mixes.
 - Focus on positive interdependence, social skills, face-to-face interaction,

- and individual and group accountability.
- Setting Objectives and Providing Feedback: provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback; however, the method in which you give that feedback should be varied.
 - Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.
 - Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.
 - Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.
 - Generating and Testing Hypotheses: it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.
 - Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.
 - Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.
 - Cues, Questions, and Advanced Organizers: helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.
 - Pause briefly after asking a question to give students time to answer with more depth.
 - Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.
 - Rigor/Relevance Framework (Bill Daggett)
 - See section above for details
 - Quadrant "D" learning goals
 - 21st century skills with an emphasis on technology
 - See section above for details
 - College and career readiness
 - Project/problem based instruction
 - Multiple modality assessments
 - Interdisciplinary integration and collaboration
 - Independent research projects
 - Instructional guides and benchmark assessments for core subjects
 - Individual student learning plans
 - See section on *Naviance* below
 - Student centered grading systems

- Grades are based on the degree to which a student demonstrates proficiency on the standards of that course of study
- When the student learns should not be the question, but rather, how well the student masters standards by the end of the course.
- Students should have multiple opportunities to demonstrate proficiency, re-do assignments, and engage in learning opportunities.
- Expectations should be clearly defined with objective rubrics ties to measurable standards whenever possible.
- Consideration of equal grade ranges to support the “growth mindset” mentality and keep students in range of success even after they falter (see Appendix “P” for Doug Reeves article entitled “The Case Against Zero”).
- Establishment of a culture that does not allow for failure, disengagement, apathy but rather supports students with tenacious zeal and commitment.
- Targeted and research based intervention techniques
 - See section on RTI below
- Differentiated instruction and scaffolding
- Literacy across the curriculum
 - A school-wide focus on increasing reading and writing levels for students based on the lexile framework (see article by Dr. Willard Daggett entitled “What We Know About Adolescent Reading” attached as Appendix “Q” for more information on the importance of literacy).
 - See section on *Achieve3000* and READ 180 below
- Academic vocabulary development

Educational Support Programs

The SPA will leverage vetted educational software to ensure the program is dynamic, customizable, and highly effective. SPA will research the best options based on the needs of our students and any programmatic constraints. Among our top considerations will be the following:

- *Illuminate Data & Assessment* – Illuminate Education is proud to introduce the next generation of data management: Illuminate Data and Assessment Management System (DnA). This program provides for the ability to move from data to analysis to decision-making easier and faster than before. Whether you are working with teacher-created quizzes, demographic data, state tests, or a combination of these and more, DnA takes dynamic reporting to a new level. Web 2.0 technologies and a user-friendly interface make every user’s job easier: from district level educators who need to analyze trends, to instructional leaders who require fast and flexible reports to shape curriculum, to teachers using instant formative feedback mid-lesson to inform next steps... DnA anticipates your needs and removes the boundaries of your old data system.

- *Connections Learning, Pearson* – Whether a single reading course to help struggling first-graders or Advanced Placement options for high-achieving twelfth-graders, *Connections Learning* by Pearson offers an array of K-12 courses for students across the academic spectrum. Each course is designed as a turnkey solution featuring an engaging course design combining real-time instruction, resources from leading education partners, customized lesson plans, and interactive learning tools as well as Connexus, their state-of-the-art digital learning management system. This program will be the backbone of our credit recovery plan for struggling students.

CONNECTIONS ACADEMY*
Coach Demo • Feedback • Log Out

Welcome To Connections Academy!

To Do List
 Complete your Learning Coach training.
 Record attendance.
 Check WebMail (0 new messages).
 View assignments to be submitted.
 Frankie has 5 overdue lessons.*
 *These numbers are updated nightly.

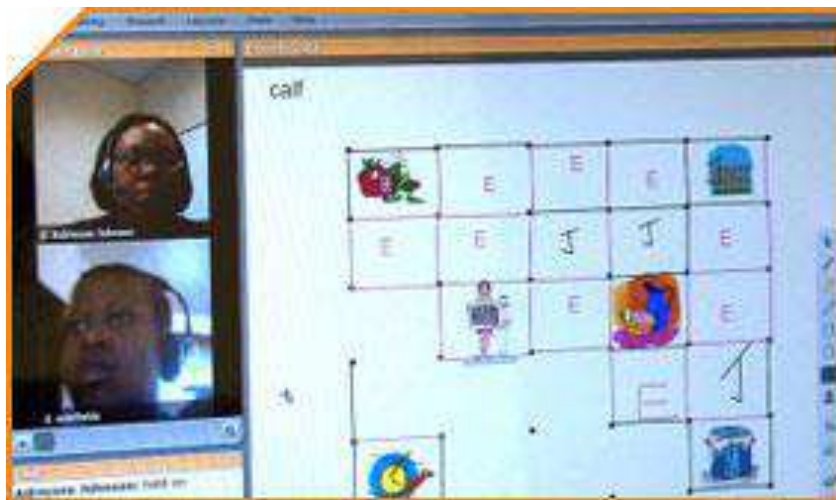
Links
[BrainPop \(Educational Movies\)](#)
[Computer Resources and Simulations](#)
[World Book](#)
[unitedstreaming](#)

My Household
 5 total household members

Name	Role	Grade	Tools	Homeroom Teacher	Attendance	Participation	Performance
Frankie	Student	5	📚 📅 📎 📧		Satisfactory	Watch	
Norma	Student	10	📚 📅 📎 📧	Jen Teacher 📧 📎	Satisfactory	Satisfactory	
Stan	Student	8	📚 📅 📎 📧	Jen Teacher 📧 📎	Satisfactory		Satisfactory
Stella	Student	2	📚 📅 📎 📧	Jen Teacher 📧 📎	Satisfactory	Satisfactory	Watch
Coach	Caretaker		📚 📅 📎 📧				
Demo Family			📚 📅 📎 📧				

5 total household members

Cool Site
 National Poetry Month is celebrated in April. The following Web sites provide some good resources for you to use with your child.
[Poem Activities](#)
[Different Types of Poems](#)
[Reading Poems](#)



- **Achieve3000** – Achieve3000 believes in the power of truly differentiated online instruction to enable significant and sustained Lexile reading growth — a belief supported by a decade-plus of scientifically proven performance. We also believe that the need for differentiated instruction has never been greater. With the increased demands of the Common Core State Standards, the imperative for students to become independent readers of complex text grows by the day. By setting reading levels, differentiating non-fiction text based on each student's unique academic profile, and continually assessing and increasing the complexity of text, Achieve solutions steadily increase students' ability to read, comprehend, apply and communicate information derived from complex text — prerequisites for success in school and beyond graduation.

The screenshot shows the Achieve3000 website interface. At the top, there are logos for KidBiz3000 and Erica, along with a user profile for Erica (14,215 points). A navigation bar includes links for Home, Mailbox, My Lessons, Resources, and Search. The main content area features an article titled "Files: Bugging Bees?" with a sub-header "1.8 Science: Relationships in Ecosystems". The article text discusses a study by John Halemik at San Francisco State University regarding Colony Collapse Disorder (CCD) in honeybees, mentioning a parasitic fly and the effects of CCD. An image of a honeybee is included. To the right of the article is a sidebar titled "Supporting Resources" with a "Vocabulary" section listing words like ability, chemical, disease, small, parasite, parasitic, pollinate, prevent, and threat, each with a definition and a small icon.

- *Read 180, Scholastic* – *READ 180*, the most effective system for raising student achievement in grades 4-12+, has been significantly updated to meet the rigorous reading and writing expectations of the new common core standards. *READ 180* includes more rigor throughout, new grade-level text, new text-dependent questions, more nonfiction, new performance-based assessments and a new Writing Zone

My Dashboard

Welcome, Christine Bracco!

My Current Segment
2.2 Disaster!: Earthquake!

READING ZONE	WORD ZONE	SPELLING ZONE
80% complete	80% complete	90% complete
0 3	1 2	1 0
Questions To Do	Words To Do	Words To Do

Study Words:
 bridge, crumbled, movement, predict, tremble

Study Words:
 commuters, empty, strain

News Feed

- You have earned the 10 Books trophy!
- You have earned the 20 Perfect Scores trophy!
- You have earned the 50 Sessions trophy!

My Progress

Session Time: Last 5 Sessions

Session	Minutes
1	17
2	15
3	17
4	12
5	18

Total Words Read: Last 5 Sessions

Session	Words Read
1	~15000
2	~16000
3	~17000
4	~18000
5	~20000

- *Destination Math, Houghton Mifflin* – A comprehensive K–12 math program, Destination Math transforms math instruction and bolsters student understanding through a highly interactive web-based learning environment. Aligned to the CCSS, Destination Math supports standards mastery through individualized learning paths designed to maximize student achievement. Individualized instruction, ongoing progress monitoring, and guided pathways help to reach all students.



- *TenMarks, Amazon* – Every student gets a unique set of problems, with coverage of every learning objective for the standard. Hints and video lessons are embedded for reinforcement. Automated interventions deliver results. Use at the end of every lesson, unit, or grade. Get recommendations for remediation and enrichment, personalized for every student. SBAC-aligned curriculum for the CCSS.

TEN MARKS Home Practice Tests Reports Reward Zone

Let's Get Started, Connor [Take the Tour](#)

Triangles - Properties and Attributes [View Report Card](#)

Completed

Lines in the Coordinate Plane

Videos	# Hints	Score
4	0	8 / 10

[Practice](#) or [Learn](#)

Your Next Worksheet

Angle Relationships in Triangles

[Start Worksheet](#)

Videos	# Hints	Score
--	--	--

[Learn](#) Due on Jan 13, 2011

Coming Up

Congruent Triangles

Videos	# Hints	Score
--	--	--

[Start](#) or [Practice](#)

My Rewards

Unlock The Next Game:

1 Completed

5 To Go

Bus Driver Math

[Go To Reward Zone](#)

My TenMarks Program Completion

100%
Coordinate Geometry

24%
Geometric Shapes

0%
Similarity and Congruence

0%
Transformations

0%
Measurement

Going on Vacation?

I want to pause my program

[Pause my Program](#)

- **Turnitin** – Turnitin is a comprehensive cloud-based solution that helps students learn by facilitating personalized feedback. Check students' work for improper citation or potential plagiarism by comparing it against the world's largest academic database. Give students legible, timely feedback while saving instructors grading time. Students don't just learn from instructors, they also learn from one another. Turnitin facilitates peer review so that students can evaluate each other's work and learn from their classmates.

The screenshot displays a Turnitin interface for a sociology assignment. The main text area contains a student's draft with several sentences highlighted in yellow. A 'Comment' box on the left side of the page contains the text: 'Consider rephrasing this statement at this point.' Below this, there are 'More Options' and 'Save' and 'Cancel' buttons. A 'Paraphrase' callout is placed over the sentence: 'It is likely that the implementation of these early screenings have lead to the growth of'. A 'Good Argument' callout is placed over the sentence: '69 percent of babies born in the United States had been screened for hearing loss as part of universal newborn hearing screening programs. Such early identification of infant hearing loss represents a dramatic change from the situation that existed only six'. A 'Strong sentence' callout is placed over the sentence: 'Cochlear implants within the United States to 20 percent or more per year (Sorkin 2003). Many parents view deafness as a disability that with cochlear implants can be cured. They desire that their child learn language and function "normally" in society.' A diagram of the human ear is included in the text. The right sidebar contains a 'QuickMarks' menu with various options. The top right shows a similarity index of 65% and a grade of 9 out of 10.

- **Naviance** – Naviance is a college and career readiness platform that helps connect academic achievement to post-secondary goals. Our comprehensive college and career readiness solution empowers students and families to connect learning and life and provides schools and districts with the information they need to help students prepare for life after high school. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results.

College	Delivery type	Added By	Expected Difficulty	My Interest	Early Decision	Early Action	Priority	Regular Decision	Actions
Albertus Magnus Coll		student	N/A	N/A	-	-	-	-	
Ancilla Coll		student	N/A	N/A	-	-	-	-	
Arizona State Univ		student	N/A	N/A	-	-	-	5/1	
Augustana Coll		student	N/A	N/A	-	-	2/1	8/15	
Connecticut College		student	N/A	N/A	11/15	-	-	1/15	
Emory Univ		student	N/A	N/A	11/1	-	-	1/15	
Lake Land Coll		student	N/A	N/A	-	-	-	-	
Oklahoma State Univ		parent	N/A	N/A	-	-	-	2/1	
U of Richmond		student	N/A	N/A	11/15	-	-	1/15	
Roosevelt Univ		counselor	N/A	N/A	-	-	8/15	9/1	
U of Texas Brownsville		student	N/A	N/A	-	-	-	8/1	
Virginia Polytechnic Inst		student	N/A	N/A	11/1	-	-	1/15	
Wilmington U		student	N/A	N/A	-	-	-	-	

- **PowerSchool** – PowerSchool is the fastest-growing, most widely used web-based student information system, supporting 13 million students in all 50 states and over 65 countries. PowerSchool enables today's educators to make timely decisions that impact student performance while creating a collaborative environment for parents, teachers and students to work together in preparing 21st century learners for the future. PowerSchool provides the full range of features needed by administrators at the County and school level in addition to portals for teachers, parents, and students.

Grades and Attendance

Per	Last Week					This Week					Course	Teacher	Q1	Q2	S1	Q2 Attendance	
	M	T	W	H	F	M	T	W	H	F						ABS	TAR
01											U.S. History	Craig, Curtis	A 95	P 95	P 94	2	1
02											Chemistry I	Van Soest, Willi					
03											Computer Applications	Bliss, Caroline					
04											Pre-Calculus	Bean, Robert					
05											Drawing and Design	Goodwin, Andy					
06											Biology	Van Soest, Willi					

Parents and students use confidential, school-assigned usernames and passwords via the Internet to:

- Check student attendance, current grades and assignments, teacher comments, and lunch account balances.
- Email a teacher.
- Request automatic progress reports be sent by email.

Legend
 Attendance Codes: Blank=Present | A=Absent | T=Tardy | P=Parent Excused | S=School Excused | I=In School Suspension | O=Out of School Suspension | X=Truant Unprepared | V=Vacation | Y=Tardy and Unprepared | F=Field Trip |
 Citizenship Codes: H=Honorable | S=Satisfactory | N=Needs to Improve | U=Unsatisfactory

PowerTeacher Gradebook: Paul Smith - Apple Grove High School 2

Reporting Term: S2 Mode: Assignments Final Grades Student View

Students (18)	(S2) Final Grade	Homework #1 01/05/2010 pts: 4	Group Project #1 01/07/2010 pts: 4	Demonstrate- Elementary R... LTR	Understands- Elementary R... LTR	Uses Techno- Elementary R... LTR	Permission Slips 01/08/2010 pts: 0	Quiz #1 01/12/2010 pts: 4	Homework #2
Avanesian, Adrineth	A-	4	4	3	3	4		4	
Christensen, Lacy	C	3	3	2	1	3			
Clark, Gracie	B+	2	4	3	2	1		3	
Huhtala, David	B	4	4	4	3	4		3	
Maher, Daniel	C+	4	3	2	2	2		4	
Marshall, Chad	D	3	3	3	2	3		3	
Moos, Cameron	B	2	4	4	3	4		3	
Ness, James	B		4	2	2	3			
Nicholson, Blake	C	4	3	3	3	3		4	
Olson, Adam	D+	3	2	3	2	4		4	
Pitzel, Spencer	C-	4	4	4	2	3			
Richards, Kelsea	C	3	4	4	4	3		4	
Schmitzke, Zachary	A-	4	4	3	3	4		3	
Scott, Steven	C-	4	3	2	2	3		2	
Smith, Aaron	B	3	4	3	2	3		2	
Steiner, Joseph	B-	4	3	1	2	3		3	
Stowe, Andrea	C	2	4	3	3	3		4	
Suits Baer, Malcolm	B-	4	4	4	2	3		3	
mean	C+ 79%	3.4	3.6	3	2	3		3.3	
median	B- 80%	4	4	3	2	3		3	
mode		4	4	3	2	3		3	

points earned 2/4 percentage 50% grade F

Professional Development

Professional development helps staff as well as students to attain high levels of achievement. SPA believes that professional development is an integral part of the Charter School and takes place in many forms and settings. In-service meetings, off-site professional conferences, workshops, hands-on technology demonstrations, and guest speakers in all disciplines will be used to educate, stimulate, and inspire personnel. Collaboration among faculty will be facilitated through the adoption of the Professional Learning Communities model (PLC). PLC time will be built into the professional development calendar. There will be a systematic analysis of student achievement data in order to drive programs and practices. There will also be a comprehensive professional development plan on an annual basis in order to create a structured and strategic growth model. An example PD plan is attached as Appendix "R."

Environment

SPA will achieve professional partnerships with a performance arts venue in the District in order to offer our students premier facilities and professional work environments for their artistic efforts. We will also provide for an educational environment conducive to high student achievement and a customized and accountable learning program. It will be safe, orderly, and supportive.

SPA will also ensure that:

- All teachers are highly qualified and effective in developing and delivering curriculum and instruction in ways that encourage each student to meet and/or exceed proficiency in state standards.
- All administrators are highly qualified and effective, as defined by the California Professional Standards for Educational Leaders.
- Curricular materials are available, adequate, aligned to the state content standards, the CCSS, and the Next Generation Science Standards (NGSS), and culturally, linguistically, and developmentally appropriate.
- A variety of interventions are available to meet students' learning and achievement needs and to help students reach and/or exceed proficiency in the state content standards, CCSS and NGSS.
- Technology is adequate, available, and supportive of the learning process.
- All students have access to safe and up-to-date classrooms and learning labs.
- Facilities and grounds are safe, clean, and well maintained to ensure access to Charter School resources.
- Materials and other resources are monitored to ensure they are allocated to students for whom they were intended.
- Accurate records are maintained to ensure an accountable and transparent system of resource allocation.

- Stakeholders annually review and reflect upon resources allocated and make adjustments according to student and community needs.
- All students have equal access to resources.

Bell Schedule

SPA will do its due diligence in researching and ultimately implementing the best possible bell schedule based on the needs of the students and the SPA educational program.

As a charter school, we have the opportunity to offer flexibility in scheduling so that our students can engage in a variety of activities to support their individualized instructional programs and extra-curricular activities. By addressing their individualized needs, we will be striving to curtail the drop-out rate and prevent the loss of students whose needs go unmet in traditional educational spheres.

While we believe that altering the time structure at SPA in and of itself will not improve classroom practices and student learning, we recognize that it is an important factor and believe that alternative models of time should be examined in order to find the model most conducive to meeting the diverse academic needs of our student body.

We also believe that in order for educators to learn from one another, time must be set aside during the school day for certificated personnel to meet and reflect both in smaller learning communities for interdisciplinary study and collaboration as well as within departments for vertical teaming, curriculum discussion, and professional development.

Based on the mission of fostering both rigorous academics and relevant artistic specialties, and considering current research and best practices implemented in similar schools, we are proposing a bell schedule that reflects academic core studies in the morning hours before lunch and arts electives in the afternoon. We would like to model our schedule on the Oakland School for the Arts bell schedule which is attached as Appendix “S” for reference. The final bell schedule will be adopted by the Board of Directors no later than July 2016.

Calendar

We are committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered per Education Code Section 47612.5 and Title 5 California Code of Regulations Section 11960. For year one we are proposing the calendar attached as Appendix “T.” The final calendar will be adopted by the Board of Directors no later than February 2016. Upon assessing the efficacy of the year one calendar, we may choose to alter the calendar in following years to best meet the needs of our student body.

SPA will be very open to non-traditional calendar models based on the academic and performance programs as well as the needs and input of our families and community.

Summer School

SPA may operate its own summer school in a format that runs between four to six weeks as determined by the Board of Directors. SPA will consider options ranging from direct, in-class instruction to online learning (e.g. Connections Learning) to a blended model somewhere in the middle depending on the needs of our student population, the effectiveness of the adopted model, and any budgetary or programmatic constraints.

Winter Session

SPA will investigate the creation of a winter session intensive study program to help students complete needed courses and receive intervention through acceleration and preparatory curriculum. We strongly believe that students placed in courses without the requisite skills are destined to fail. To encourage all students to achieve and progress at their ability level, we are committed to providing diverse and flexible learning opportunities for all students, particularly those from underrepresented backgrounds and those with a history of low performance.

Graduation Requirements

All SPA students will earn a diploma of graduation from high school after passing the California High School Exit Exam (CAHSEE) and completing all UC/CSU “a-g” course requirements through a minimum accumulation of 220 credits:

English:	40 credits
College Preparatory Math:	30 credits
Laboratory Science:	20 credits
Life Science:	10 credits
Physical Science:	10 credits
Social Science:	30 credits
World History:	10 credits
US History:	10 credits
Economics/Government:	10 credits
Foreign Language:	20 credits
Arts Electives:	80 credits
TOTAL:	220 credits

Credit may be earned only in classes not previously passed. Repeat classes do not replace previously earned grades; therefore, all grades are averaged for determination of GPA. Students taking honors or Advanced Placement Baccalaureate courses will earn extra grade points as determined by the Board of Directors.

Graduation requirements may change as determined by the Board of Directors, without need for material revision of the charter.

Accreditation, Transferability of Courses, and Eligibility of Course to meet College Entrance Requirements

Upon charter approval, the Charter School plans to request affiliation with the Western Association of Schools and Colleges (“WASC”). Once such a request is made, a review visit can be scheduled after the Charter School has been in operation for at least three months. Pending notification on our accreditation status, courses will be submitted to the UC Doorways for “a-g” course approval.

The Charter School will inform parents of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public high schools and that outlines Charter School policies and expectations for all students and parents. Courses that meet University of California and California State University entrance requirements will be designated as such in the parent/student handbook. All incoming students and parents will be required to complete an orientation that will include a review of the handbook. In addition to the “a-g” approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the “a-g” list and transferability of classes will be updated on an annual basis. A high school diploma will be issued to all students who meet the Charter School’s graduation requirements.

Charter School Goals and Actions to Achieve the Eight State Priorities

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES
<p>Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the Eight State Priorities, schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.</p> <p><u>Local Control Accountability Plan (“LCAP”)</u></p> <p>Pursuant to Education Code Section 47606.5, the Charter School will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions identified below, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the Contra Costa County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>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.</p>

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	Core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and 100% of credentialed teachers will be appropriately assigned
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Human Resources Manager will annually review credential status

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition

SUBPRIORITY C – FACILITIES

GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

SUBPRIORITY A – CCSS IMPLEMENTATION

GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will participate in annual professional development on the implementation of Common Core State Standards
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS

SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE

GOAL TO ACHIEVE SUBPRIORITY	EL students will gain academic content knowledge through the implementation of the CCSS
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support

SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum with the CCSS.
STATE PRIORITY #3— PARENTAL INVOLVEMENT <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation and leadership
ACTIONS TO ACHIEVE GOAL	SPA will promote and work with parent leadership organizations including but not limited to Parent Faculty Club (PFC) and Boosters programs.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Promote parent volunteer opportunities through a Parent Volunteer Coordinator
ACTIONS TO ACHIEVE GOAL	School administration will work with the Parent Volunteer Coordinator to solicit a volunteer list that the coordinator will organize based on expertise and availability
SUBPRIORITY C - SURVEYS	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys
ACTIONS TO ACHIEVE GOAL	Annually, the charter school administration will conduct school satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation
STATE PRIORITY #4— STUDENT ACHIEVEMENT <i>Pupil achievement, as measured by all of the following, as applicable:</i> A. <i>California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i> B. <i>The Academic Performance Index (API)</i>	

- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS

GOAL TO ACHIEVE SUBPRIORITY	Students at every applicable grade level, including all student subgroups, score proficient or higher on the CCSS Smarter Balanced Assessment (SBA) in the area of English Language Arts/Literacy and Mathematics
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a intervention programs to assist at-risk students; use of instructional technology

SUBPRIORITY B – API

GOAL TO ACHIEVE SUBPRIORITY	The charter school, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CCSS SBA

SUBPRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)

GOAL TO ACHIEVE SUBPRIORITY	Students, including all student subgroups, will complete the UC-CSU “a-g” requirements
ACTIONS TO ACHIEVE GOAL	The Governing Board will approve UC-CSU “a-g” aligned course catalogue, students will be counseled during the course selection process

SUBPRIORITY D – EL PROFICIENCY RATES

GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT each academic year
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which may include 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies, and EL support classes.

SUBPRIORITY E – EL RECLASSIFICATION RATES

GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CCSS SBA
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which may include 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies, and EL support classes
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	AP Students will pass the AP exam
ACTIONS TO ACHIEVE GOAL	AP coursework, test taking strategies imbedded in curriculum
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Students will pass the EAP and demonstrate college preparedness
ACTIONS TO ACHIEVE GOAL	ELA and Mathematics coursework, test taking strategies imbedded in curriculum
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will have stellar attendance rates
ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than five absences in any school year
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in student handbook
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	

GOAL TO ACHIEVE SUBPRIORITY	Students will remain in middle school until they graduate
ACTIONS TO ACHIEVE GOAL	Counselors, interventions for at-risk students, credit rescue and recovery programs
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will remain in high school until they graduate
ACTIONS TO ACHIEVE GOAL	Counselors, interventions for at-risk students, credit rescue and recovery programs
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will graduate from high school
ACTIONS TO ACHIEVE GOAL	Counselors, interventions for at-risk students, credit rescue and recovery programs
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual suspension rate of less than 5%
ACTIONS TO ACHIEVE GOAL	The most important “R” in our mission we find to be relationships. SPA will work to foster positive relationships with students and parents (students don’t care how much you know, until they know how much you care). Teachers will complete professional development on proactive classroom management. Executive Director and Assistant Director work with teachers and families to manage student behavior issues and concerns.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate of less than 1%
ACTIONS TO ACHIEVE GOAL	The most important “R” in our mission we find to be relationships. SPA will work to foster positive relationships with students and parents (students don’t care how much you know, until they know how much you care). Teachers will complete professional development on pro-

	active classroom management. Executive Director and Assistant Director work with teachers and families to manage student behavior issues and concerns.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Crisis Response Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Crisis Response Plan. Students and staff will participate in fire, earthquake, intruder, and other safety drills.
SUBPRIORITY D - SURVEYS	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents and teachers will feel a sense of community and safety on campus
ACTIONS TO ACHIEVE GOAL	Administration will devise and administer satisfaction surveys to parents, students, and teachers annually. A variety of engaging co-curricular opportunities will further enhance students’ sense of belonging and community.
<u>STATE PRIORITY #7— COURSE ACCESS</u>	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels
<u>STATE PRIORITY #8— OTHER STUDENT OUTCOMES</u>	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A - ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.

ACTIONS TO ACHIEVE GOAL	Common Core aligned instructional guides and benchmarks, highly effective pedagogical strategies (Marzano, Hattie), adoption of the rigor/relevance framework as a curriculum design measure, comprehensive professional development plan, integration and application of instructional technology, and four-year learning plans for all students
SUBPRIORITY B - MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	Common Core aligned instructional guides and benchmarks, highly effective pedagogical strategies (Marzano, Hattie), adoption of the rigor/relevance framework as a curriculum design measure, comprehensive professional development plan, integration and application of instructional technology, and four-year learning plans for all students
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content in the social sciences.
ACTIONS TO ACHIEVE GOAL	Common Core aligned instructional guides and benchmark assessments, highly effective pedagogical strategies (Marzano, Hattie), adoption of the rigor/relevance framework as a curriculum design measure, comprehensive professional development plan, integration and application of instructional technology, and four-year learning plans for all students
SUBPRIORITY D - SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content in the social sciences.
ACTIONS TO ACHIEVE GOAL	Next Generation Science Standards aligned instructional guides and benchmark assessments, highly effective pedagogical strategies (Marzano, Hattie), adoption of the rigor/relevance framework as a curriculum design measure, comprehensive professional development plan, integration and application of instructional technology, and four-year learning plans for all students
SUBPRIORITY E – PHYSICAL EDUCATION	

GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate physical fitness.
ACTIONS TO ACHIEVE GOAL	The physical education department will develop scaffolded curricular units that work to prepare students for passing all six “Healthy Fitness Zone” proficiencies. Students who do not pass the exam will be re-enrolled in general P.E. until they do.
SUBPRIORITY F – FOREIGN LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content in Foreign Languages.
ACTIONS TO ACHIEVE GOAL	Instructional guides and benchmark assessments, highly effective pedagogical strategies (Marzano, Hattie), adoption of the rigor/relevance framework as a curriculum design measure, comprehensive professional development plan, integration and application of instructional technology, and four-year learning plans for all students
SUBPRIORITY G – OTHER SUBJECTS – SOCIAL AND CIVIC RESPONSIBILITY	
GOAL TO ACHIEVE SUBPRIORITY	All students will demonstrate social and civic responsibility
ACTIONS TO ACHIEVE GOAL	Charter school will implement a school wide character education program
<u>SCHOOL PRIORITY #1 – PERFORMANCE</u>	
<i>The extent to which pupils have access to, and participate in performance opportunities</i>	
GOAL TO ACHIEVE SCHOOL PRIORITY #1	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and will participate in annual performances
ACTIONS TO ACHIEVE GOAL	Develop performance calendar with ample opportunity in each art conservatory, notify student body of auditions, embrace widespread participation as a performing arts school
<u>SCHOOL PRIORITY #2 – COMMUNITY SERVICE AND CIVIC RESPONSIBILITY</u>	
<i>The extent to which pupils use performance art for the good of the greater community</i>	
GOAL TO ACHIEVE SCHOOL PRIORITY #2	Charter School students will use performance art to give back to the greater community as a service act
ACTIONS TO ACHIEVE GOAL	Foster a sense of civic responsibility through character education program, provide myriad opportunities for students to participate in service events, recognize acts of civic duty

Ensuring Equal Access to Curricula and Instruction

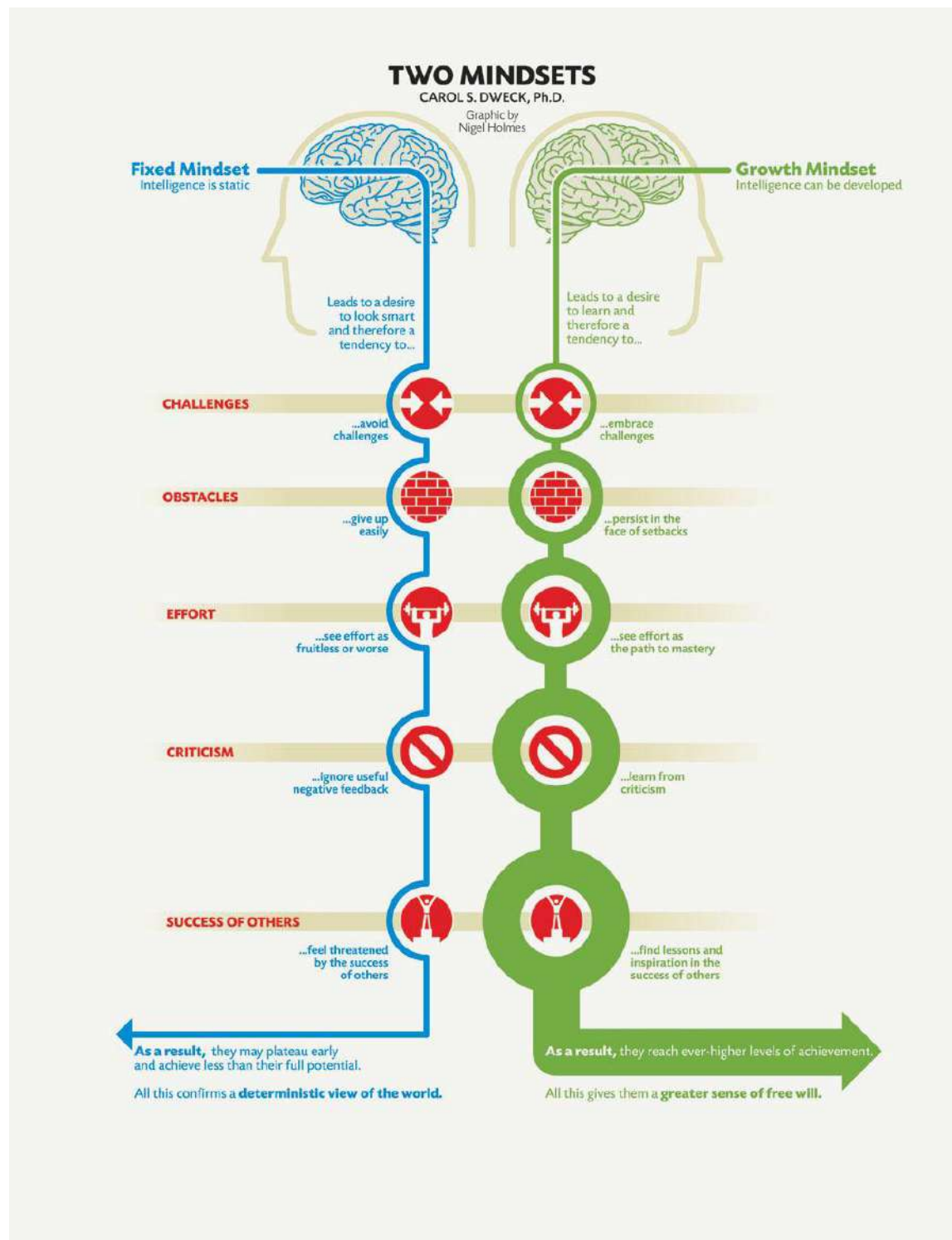
Research indicates that racial and ethnic minority and economically disadvantaged students have been underserved in educational tracking systems, formal and informal, in which expectations for their academic success are low. A diverse environment, comprised of a spectrum of students from the lower-performing to the high-achieving, has been shown to enhance learning for all students when a challenging and enriched curriculum is presented. All students at SPA will be guided through individual learning plan creation and will be supported with equal opportunity to dictate their educational path. While not every student in heterogeneous classes will perform at the honors level, all students will benefit from exposure to a rigorous curriculum.

Our goal will be to:

- Enroll all students in rigorous academic programs that prepare them for success in higher education, career and adult life without the need for remediation
- Strongly encourage parent/guardian participation in intervention for students who drop below a C average
- Provide for flexible scheduling
- Allocate resources to provide the necessary support for academically low-achieving students
- Self-assess intervention plans regularly in order to develop additional programs to meet currently identified and future student needs
- Maintain high expectations that all students can and will learn to read, think critically, and synthesize material from a variety of sources to make informed decisions
- Target instructional resources to raise achievement among historically underrepresented students to achieve proficient or higher in mathematics, to successfully complete upper level mathematics courses, and to pass the California High School Exit Exam
- Provide ongoing professional development and coaching to help certificated personnel understand and use specific instructional strategies to meet the needs of diverse learners, and support certificated personnel as they become reflective practitioners
- Monitor progress through state mandated tests, grades, CAHSEE, benchmarks, and other valid assessment programs

Ensuring Optimal Preparation for Entry into a Rigorous Learning Environment

The SPA recognizes and embraces the spectrum of student abilities, learning modalities, and rates of development. The school will establish a “growth mindset” in all students in order to foster a positive and productive outlook on academic ability. SPA believes all students can achieve at high levels given the right time and support and wants to instill that belief in every individual that enters our program. The “growth mindset” concept was developed by Dr. Carol Dweck and will serve as a core principle for SPA. The details are illustrated in the model below:



SPA plans to develop a program for incoming students in order to prepare them for success wherein they will begin to embrace a growth mindset. The transition program will also assess student ability and performance and provide any appropriate remediation or enrichment. Also, this will be an opportunity to prepare the student for the expectations and culture of our

program. It is imperative that SPA students be adequately prepared students for the rigors and requirements of higher-level learning.

Academically High-Achieving Students

SPA believes that all students are entitled to receive a content rich, academically rigorous educational experience that prepares them for a multitude of post-secondary opportunities. We are as committed to meeting the special needs of academically high-achieving students as we are to other special needs groups. High-achieving students may be identified through data analysis by their teachers due to consistent achievement that is beyond the typical bell-curve and refer them for counseling; however, these types of students also often self-identify. Differentiated instruction will be a core principal of every classroom, but students at SPA also have the ability to work with their counselor to design a high school plan that meets their needs.

The academic program will also implement instructional technology in core classes that will have adaptive qualities. Research supports the efficacy of “smart” educational programs and their ability to assess, differentiate, and drive results in ways that surpass individual teacher ability. Time is a factor that contributes to the achievement gap. When content and pacing become dynamic (which is the key factor these programs bring to the table) students can excel and also receive additional support as needed and without the constraints of a rigid or static curriculum.

As a charter school, SPA can offer flexible scheduling to allow students to engage in a variety of opportunities to support individualized instructional programs. With the options of honors and AP classes, dynamic and rigorous curricula can be offered to all students at SPA to meet their individual academic needs.

Academically Low-Achieving Students

SPA believes in a pro-active approach to academically low-achieving students in order to facilitate improved student achievement and pre-empt failure. SPA has adopted the American Institutes for Research Center on Response to Intervention (RTI) model. This model is articulated in detail in Appendix “U.”

SPA will offer intervention to address each student’s specific learning need. Cumulative records will be reviewed for incoming freshmen and students will take diagnostic assessments in math and reading. This will aid in the correct placement for students who demonstrate a lower aptitude in some areas and will enable them to achieve at a level appropriate and consistent with their skills and ability levels. Parents will be notified of diagnostic results. Students who continue to demonstrate a consistent pattern of low academic achievement may be reviewed by a student success team (SST) comprised of parent(s), administrator, and teachers, and referred for intervention or assessment as appropriate.

The SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST identifies and clarifies problems and issues; develops strategies,

and organizes resources; provides a system for support accountability; and serves to assist and counsel the student and their family. SSTs are a general education program of the school as all types of students can benefit from engaging in this process including, but not limited to, those students performing below or above grade level, students who have experienced emotional or social trauma, students who have behavioral issues, and those that have language barriers. Anyone who has concern for a student can refer that student for SST consideration (teacher, counselor, administrator, parent, student themselves). The generally accepted steps for an SST meeting are as follows:

- 1) Team members introduce themselves and their roles
- 2) The coordinator states the purpose and process of the SST meeting
- 3) A timekeeper is appointed
- 4) Student strengths are identified, recorded, and discussed
- 5) Student concerns are identified, recorded, and discussed
- 6) Any other pertinent information is shared (previous meetings, modifications, etc.)
- 7) Concerns are synthesized and foci are chosen
- 8) Strategies to support the foci are brainstormed
- 9) The team chooses actions
- 10) Individuals make commit to accountability for pertinent actions
- 11) Responsibilities are delineated and timelines are established
- 12) Follow-up meeting date is set

After implementation of a SST plan and follow up, the efficacy of the support system is evaluated. Adjustments and/or additional supports may be added to the plan. If necessary and appropriate, a referral for special education or Section 504 assessment may be deemed necessary.

In order to facilitate student achievement, SPA may implement advisory periods, essentially assigning every teacher with a caseload of students. This will ensure proper monitoring of student progress as well as a vehicle for delivering supports and interventions as needed. Students will also have an assigned counselor who will run SSTs and develop ILPs as needed. The SPA will also hold summer, weekend, and after school interventions to address each student's specific learning needs as needed.

SPA will implement a summer transition program for incoming students. The length of transition program will be based on need. For example, students who are assessed as below grade level expectations may be placed in summer academic intervention programs focused on developing and strengthening math and reading skills in addition to instruction in successful student practices and study skills such as time management and organization. Diploma requirements will also be previewed so that students understand the credit-building goal to graduation. Students will continue to receive proactive intervention through additional learning supports including before and after school and Saturday tutoring and classes.

Additional instructional strategies will be employed in order to maintain a high level of support for low-achieving students. Students lacking necessary skills to succeed in their courses will be

enrolled in an intervention program best fitting their individual needs as determined by an assessment conducted by qualified personnel. They will be enrolled in classes better aligned to their ability levels, in mandatory intervention or acceleration programs simultaneously with their ongoing course schedule, or in intervention/acceleration skills courses during winter or summer session breaks.

As mentioned above, the academic program will also implement instructional technology in core classes that will have adaptive qualities. Research supports the efficacy of “smart” educational programs and their ability to assess, differentiate, and drive results in ways that surpass individual teacher ability. Time is a factor that contributes to the achievement gap. When content and pacing becomes dynamic (which is the key factor these programs bring to the table) students can excel and also receive additional support as needed and without the constraints of a rigid or static curriculum. Not only do these programs provide personalized instruction, but they also are constantly disaggregating and pushing data. SPA teachers will be trained in how to analyze this data and provide appropriate interventions. Data driven decision-making is imperative for supporting student achievement.

As a charter school, SPA can expand and enhance the many intervention opportunities possible for students. Those students who have not passed the CAHSEE will be placed in support classes and programs until they do pass.

English Learners

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Under the management of the Executive Director, SPA will take an active role in the recruitment and staffing of authorized personnel for all English Learner programs and will make it a priority to hire CLAD and BCLAD teachers. Teachers not currently authorized but who will be serving English Learners shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The Executive Director, or designee, will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

SPA will make support for English Learners a primary focus of the school culture. This will be ensured by translating key parent materials into Spanish, providing Spanish language texts to support core concepts in content areas, providing translators at parent events, meetings, and trainings as necessary according to attendees, and ensuring that all instructional staff development efforts specifically address the needs of English Learners. Literacy efforts will target

the needs of English Learners including writing across the curriculum. CCA will partner with EL parents and empower them to engage in and support their children’s education. CCA will also establish an English Learner Advisory Committee (ELAC) if/when the EL population surpasses the required number of students.

A. Initial Identification and Assessment

Students with limited English proficiency will receive guidance for proper program placement and support services according to their needs to ensure that the instructional programs are comprehensible and understandable.

Home Language Survey

At the time of enrollment, all parents fill out an enrollment form, which shall include a Home Language Survey (HLS). The survey is used to determine the primary language of the student and is on file for each student in the CCA office in the cumulative folder and in the student’s English Learner folder. The application and language survey is available in English and Spanish. All students, including English only students, must have a completed HLS on file. Each completed HLS must include a parent’s signature and date.

If the first three responses on the HLS indicate a language other than English, the student is assessed within thirty (30) days in English listening, speaking, reading, and writing. The results of these assessments enable school personnel to determine the English language proficiency level of the student. If the person administering the HLS suspects that the form is completed incorrectly or that there may actually be a home language other than English present, the school must continue with the identification process.

For students who are transferring from a California school district, the enrollment form with the HLS will be administered. However, the only HLS that is valid is the first one ever completed by the parent at the time of initial enrollment in a California school district. For placement purposes while cumulative student records are in transit, the student shall be assessed for English language proficiency through the California English Language Development Test. Upon the receipt of student transfer records, the student’s language status as determined by the originating district shall be honored.

California English Language Development Test

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

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

B. Program Placement Options

English Language Development (ELD) shall be a part of each English Learner's instructional program. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

ELD may be incorporated within the language arts curriculum and is taught daily for a minimum of 30 minutes in grades K-12. The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet the CCSS standards in English Language Arts and the content areas. The ELD standards describe what students should know and be able to do at each of the five levels of English proficiency. By the end of the early advanced proficiency level, students are expected to be reclassified and meet the same standards that native English speakers are expected to master.

In order to determine the student's progress in English, each English Learner is assessed annually with the CELDT. Additional assessment obtained from the ELD curriculum and teacher observation are also considered to determine progress.

C. Instruction and Curriculum

To ensure that all students have access to core curriculum, instructional programs for ELs are designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through providing ELD instruction by a qualified teacher in conjunction with core curriculum instruction, or as a separate daily component if core curriculum instruction occurs in the student's primary language. Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in, and access the core curriculum. EL students will be placed with teachers or Education Specialists who hold appropriate credential authorizations.

All EL students use a variety of English support materials as well as at least one curriculum specifically designed for ELD instruction. The following is a listing of some of the most popular and widely used curriculum, which may be a part of the instructional support resources offered by the SPA. Materials denoted with an asterisk (*) are those that contain specific ELD instructional standards.

- EMC/Paradigm Publishing: The EMC Write-In Reader (grades 6-8)
- ETA Cuisenaire: Scooters (grades 2-8); Sun Sprouts (grade 1 and up)
- *Glencoe / McGraw Hill (acct#2153940): All titles grades 6-8: English Yes; Signature Reading; Best Plays, Short Stories; Reading Fluency; Best Poems; Timed Readings in Literature; Best Selling Chapters; Best Non-Fiction
- All Write (grades 6-12); Access Math (grades 6-8); Reading and Writing Source Books (grades 3-8); Access for Newcomers (grades 6-8); Reader's Handbook (grades 4- 8); Access American History (grades 6-8); Access English (grades 6-8); Access Science (grades 6-8); Write Traits (grades 3-8)
- *Hampton-Brown/ National Geographic: Avenues to ELA and Content (grades k- 12); English at your command (grades k-8); Achieve 3000.
- *Holt Rinehart Winston Holt: Adapted Reader (grades 6-12)
- *Houghton Mifflin: Soar to Success (grades 3-8); Language Support Leveled Readers (grades 1-6); Social Studies Leveled Readers (grades K-6)
- *McDougal Littell: Interactive Reader Plus for English Learners (grades 6-8); Great Sentences for Great Paragraphs (grades 8-12); Great Essays (grades 8-12) ESL Dictionary (grades 8-12)
- Glencoe / McGraw Hill (acct#2153940): Grammar Step by Step (grades 6-12); On Location (grades 9-10)
- National Geographic Catalog
- Thesaurus (grades 3-8); Best Practices in Reading (grades 1-8)
- Pearson Education/AGS/Globe Fearon: English for the World of Work (grades 7- 11); Basic English Composition (grades 6-12); Life Skills English (grades 6-12); English to Use (grades 6-12); Basic English Grammar (grades 6-12); Reading Skills for Life (grades 7-8); Pacemaker Adapted Classics (grades 5-12); World Myths and Legends (grades 6-12); Pacemaker Basic English (grades 6-12); Be a Better Reader (grades 5-8); Writer tool Kit (grades 6-12); Pacemaker Classics (grades 5-12);
- Pearson Learning Group: Longman Children's Dictionary; Winning (grades 4-8); Spelling Workout (grade 6); Addison Wesley Picture Dictionary (grades k-6); Openers (grades K-6); Dominie Thesaurus for Young Writers (grades 4-8);
- *Rosetta Stone English Language Development program
- Saddleback Educational Inc.: Reading in context (grades 5-8; 6-12); Page Turners (grades 5-8; 6-12); Saddleback Classics (grades 5-8; 6-12); The Barclay Family Adventures (grades 6-12); Saddleback Shakespeare (grades 6-12); Disasters (grades 6-8); English in Context (grades 5-8); Vocabulary in Context (grades 6- 12); Carter High Chronicles (grades 6-8); Santillana Intensive English (grades K- 8)
- Scholastic Inc.: Sprint Reading (grades 6-8); Summer School Reading Program (grades 1-8); Action Reading (grades 6-8; 9-12); Fluency Formula (grades K-8)
- Teacher Created Materials: Primary Source Readers (grades 4-8: Exploring Nonfiction (Start Exploring and grades 5-12)
- Reading Expeditions (grades 3-6); Nonfiction Reading and Writing Workshops (grades 2-8+); Theme Sets (grades 3-8, 9-10, 11-12);

D. Reclassification

English Learners who demonstrate English language proficiency comparable to that of the average native English speaker, and who can participate effectively in a curriculum designed for pupils of the same age whose native language is English will be reclassified as Fluent English Proficient (R-FEP). The SPA recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation. Once a student has demonstrated that s/he is ready to participate fully in all-English instruction without special support services, the student is ready for reclassification. Readiness is determined through multiple measures, including: 1) teacher evaluation of the student's classroom performance, 2) parent opinion and consultation, 3) objective assessment of the student's English language proficiency using the CELDT, and 4) core content achievement as measured by the CAASPP.

E. Reclassification Criteria

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in 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 (SOLOM) will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

F. Reclassification Process

Reclassification is the culmination of the student's participation in the program for English Learners and is regularly conducted in the fall and spring. However, the classroom teacher, administrators, or parents may initiate the process at any time.

The SPA personnel will collect objective assessment data and disseminate a list of English Learners who achieved English proficiency as well as basic skills requirements. The Student

Records Department distributes to the teacher(s) of each reclassification candidate a form requesting the teacher 1) conduct an evaluation of the student's achievement in the core content areas, 2) conduct a writing assessment, 3) assess the student's oral English proficiency by using the SOLOM, and 4) recommend or deny the student's reclassification to fluent English proficient.

Consultation of the student's parents will be done by at least one of the following: 1) personal conference, 2) in writing, or 3) by telephone. A face-to-face conference with the student's parents or guardians is the optimum and desired method of consultation. A certificated teacher holding a credential authorizing instruction of English Learners and SPA administration must review and sign the Student Reclassification Worksheet. The signed documentation must be placed in the student's cumulative file and a copy kept in the Student Records Department.

G. Monitoring of Reclassified Students

School staff will use the CAASPP/CMA/CAPA, Multiple Measure scores, and teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than 24 months after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

Students with Disabilities

Overview

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

The Charter School will be its own local educational agency ("LEA") and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School will consider membership in the following SELPAs: El Dorado County Charter SELPA (see letter attached as Appendix "V"), Sonoma County SELPA, and Contra Costa SELPA (in that order).

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 request assistance from the SELPA in obtaining contract services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation), 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.

Section 504 of the Rehabilitation Act

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

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

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

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

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

Services for Students under the “IDEIA”

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

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

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

The Charter School agrees to promptly respond to all 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 will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. Charter School staff shall participate in SELPA in-service training relating to special education.

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

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

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the 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 reports 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 Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated

program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

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

Funding

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

Element 2

Measurable Student Outcomes:

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

California Education Code Section 47605(b)(5)(B)

As a public charter school, we recognize and accept a heightened accountability for reaching ambitious standards for student achievement.

The Charter School has clearly defined schoolwide and student outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d).

Accomplishments in each of the goals and outcomes directly support our mission to provide a distinguished, pre-professional experience in performing arts within a college and career preparatory setting.

The Charter School will continue to examine and refine details of student outcomes to reflect any changes to state or local standards and better serve our school mission, students and community.

OUTCOMES AND ASSESSMENTS THAT ALIGN WITH THE STATE PRIORITIES
Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes and assessments that align with the Eight State Priorities, and goals and actions to achieve the Eight State Priorities, as identified in Element 1 of this charter.

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 SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	Core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and 100% of credentialed teachers will be appropriately assigned
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Human Resources Manager will annually review credential status
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
METHODS OF MEASUREMENT	Executive Director and faculty review all instructional materials before purchase pursuant to E.C. § 60119

SUBPRIORITY C – FACILITIES

GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility
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ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards
MEASURABLE OUTCOME	Annually, 90% of all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.
METHODS OF MEASUREMENT	Monthly site inspection documents prepared by Director of Operations; Annual Facility Inspection Reports

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

SUBPRIORITY A – CCSS IMPLEMENTATION

GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will participate in annual professional development on the implementation of Common Core State Standards
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS
MEASURABLE OUTCOME	Annually, 100% of core teachers will participate in at least 10 hours of Professional Development and trainings in CCSS
METHODS OF MEASUREMENT	Professional Development calendar and rosters will evidence participation by teachers in professional development activities.

SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE

GOAL TO ACHIEVE SUBPRIORITY	EL students will gain academic content knowledge through the implementation of the CCSS
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS
METHODS OF MEASUREMENT	EL student performance on the CCSS Smarter Balanced Assessment (SBA); CELDT Assessments; teacher assessments; annual report cards

SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY

GOAL TO ACHIEVE SUBPRIORITY	EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD

	curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum with the CCSS.
MEASURABLE OUTCOME	90% of EL students will reach English language proficiency within four years of initial classification as English learner through the implementation of the CCSS, and the ELD curriculum, and related instructional strategies
METHODS OF MEASUREMENT	Student performance on CELDT Assessment, ELD curriculum assessments, and reclassification documentation
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation and leadership
ACTIONS TO ACHIEVE GOAL	SPA will promote and work with parent leadership organizations including but not limited to Parent Faculty Club (PFC) and Boosters programs.
MEASURABLE OUTCOME	Annually, the charter school will maintain parent representation and leadership
METHODS OF MEASUREMENT	Parent Leadership Organization agendas and minutes
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Promote parent volunteer opportunities through a Parent Volunteer Coordinator
ACTIONS TO ACHIEVE GOAL	School administration will work with the Parent Volunteer Coordinator to solicit a volunteer list that the coordinator will organize based on expertise and availability
MEASURABLE OUTCOME	Annually, the Charter will use at least 50 volunteers.
METHODS OF MEASUREMENT	The Parent Volunteer Coordinator will create an annual report that will document all volunteer hours spent at the charter school
SUBPRIORITY C - SURVEYS	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys

ACTIONS TO ACHIEVE GOAL	Annually, the charter school administration will conduct school satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation
MEASURABLE OUTCOME	Community results for the survey will indicate at least 75% overall satisfaction
METHODS OF MEASUREMENT	Results and reports of community satisfaction surveys will be shared with parents, Governing Board members, and staff upon completion of analysis

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

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

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS

GOAL TO ACHIEVE SUBPRIORITY	Students at every applicable grade level, including all student subgroups, score proficient or higher on the CCSS Smarter Balanced Assessment (SBA) in the area of English Language Arts/Literacy and Mathematics
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a intervention programs to assist at-risk students; use of instructional technology
MEASURABLE OUTCOME	Annually, the Charter School average will be at or above the similar school average for performance on the CAASPP.
METHODS OF MEASUREMENT	CCSS reports

SUBPRIORITY B – API

GOAL TO ACHIEVE SUBPRIORITY	The charter school, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CCSS SBA
MEASURABLE OUTCOME	The charter school, including all student subgroups, will meet the annual API Growth Target or equivalent as mandated by the CA State Board of Education
METHODS OF MEASUREMENT	API Reports or equivalent as determined by the CA Department of Education
SUBPRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	Students, including all student subgroups, will complete the UC-CSU “a-g” requirements
ACTIONS TO ACHIEVE GOAL	The Governing Board will approve UC-CSU “a-g” aligned course catalogue, students will be counseled during the course selection process
MEASURABLE OUTCOME	90% of students, including all student subgroups, will complete the UC-CSU “a-g” requirements
METHODS OF MEASUREMENT	Student transcripts and Student Information System
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT each academic year
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which may include 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies, and EL support classes.
MEASURABLE OUTCOME	50% of EL students will advance at least one performance level per the CELDT each academic year
METHODS OF MEASUREMENT	CELDT Score Reports; EL Reclassification documentation maintained by Administration
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CCSS SBA
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which may include 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies, and EL support classes

MEASURABLE OUTCOME	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CCSS SBA
METHODS OF MEASUREMENT	Analysis and review of CELDT results, and CCSS SBA scores
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	AP Students will pass the AP exam
ACTIONS TO ACHIEVE GOAL	AP coursework, test taking strategies imbedded in curriculum
MEASURABLE OUTCOME	At least 50% of AP students who take the AP exam will receive a passing score on at least one exam
METHODS OF MEASUREMENT	Analysis and review of AP exam results
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Students will pass the EAP and demonstrate college preparedness
ACTIONS TO ACHIEVE GOAL	ELA and Mathematics coursework, test taking strategies imbedded in curriculum
MEASURABLE OUTCOME	At least 50% of students who take the EAP exam will receive a passing score (“Pass” for the purposes of the EAP will mean students who receive an “Exempt” or “Conditionally Exempt.”)
METHODS OF MEASUREMENT	Analysis and review of EAP exam results
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<p><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> <i>A. School attendance rates</i> <i>B. Chronic absenteeism rates</i> <i>C. Middle school dropout rates (EC §52052.1(a)(3))</i> <i>D. High school dropout rates</i> <i>E. High school graduation rates</i> 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will have stellar attendance rates

ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 95%
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than five absences in any school year
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in student handbook
MEASURABLE OUTCOME	80% of enrolled students will have fewer than five absences during any one school year
METHODS OF MEASUREMENT	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success, is determined by monthly, quarterly, and annual attendance reports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	Students will remain in middle school until they graduate
ACTIONS TO ACHIEVE GOAL	Counselors, interventions for at-risk students, credit rescue and recovery programs
MEASURABLE OUTCOME	The annual cohort will have less than a 2% dropout rate
METHODS OF MEASUREMENT	SARC report
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will remain in high school until they graduate
ACTIONS TO ACHIEVE GOAL	Counselors, interventions for at-risk students, credit rescue and recovery programs
MEASURABLE OUTCOME	The annual cohort will have less than a 10% dropout rate

METHODS OF MEASUREMENT	SARC report
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will graduate from high school
ACTIONS TO ACHIEVE GOAL	Counselors, interventions for at-risk students, credit rescue and recovery programs
MEASURABLE OUTCOME	The annual cohort will have at least a 90% graduation rate
METHODS OF MEASUREMENT	SARC report
STATE PRIORITY #6— SCHOOL CLIMATE <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual suspension rate of less than 5%
ACTIONS TO ACHIEVE GOAL	The most important “R” in our mission we find to be relationships. SPA will work to foster positive relationships with students and parents (students don’t care how much you know, until they know how much you care). Teachers will complete professional development on proactive classroom management. Executive Director and Assistant Director work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 5% or fewer of all enrolled students will be suspended
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate of less than 1%
ACTIONS TO ACHIEVE GOAL	The most important “R” in our mission we find to be relationships. SPA will work to foster positive relationships with students and parents (students don’t care how much you know, until they know how much

	you care). Teachers will complete professional development on proactive classroom management. Executive Director and Assistant Director work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled students will be expelled
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Crisis Response Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Crisis Response Plan. Students and staff will participate in fire, earthquake, intruder, and other safety drills.
MEASURABLE OUTCOME	100% of staff will participate in at least four hours of Crisis Response training. Students will participate in at least four fire, earthquake, intruder, or other safety drills annually
METHODS OF MEASUREMENT	Professional Development agenda and annual drill calendars
SUBPRIORITY D - SURVEYS	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents and teachers will feel a sense of community and safety on campus
ACTIONS TO ACHIEVE GOAL	Administration will devise and administer satisfaction surveys to parents, students, and teachers annually. A variety of engaging co-curricular opportunities will further enhance students' sense of belonging and community.
MEASURABLE OUTCOME	Annually, at least 80% of students and families will be satisfied with the safety and school climate on surveys and the retention rate will be 90% or higher
METHODS OF MEASUREMENT	Parent, student and teacher satisfaction surveys will provide information regarding their sense of connectedness and community Attendance and participation by students in campus events will evidence their sense of belonging and engagement Annual reenrollment documentation and class lists will reflect a return rate of at least 90%
STATE PRIORITY #7— COURSE ACCESS	

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available
METHODS OF MEASUREMENT	Student, teacher, course, and grade level schedules

STATE PRIORITY #8— OTHER STUDENT OUTCOMES
Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

SUBPRIORITY A - ENGLISH

GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	Common Core aligned instructional guides and benchmarks, highly effective pedagogical strategies (Marzano, Hattie), adoption of the rigor/relevance framework as a curriculum design measure, comprehensive professional development plan, integration and application of instructional technology, and four-year learning plans for all students
MEASURABLE OUTCOME	Annually, the charter school average will be at or above the District average for performance in the area of English Language Arts/Literacy.
METHODS OF MEASUREMENT	CCSS SBA results, API

SUBPRIORITY B - MATHEMATICS

GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	Common Core aligned instructional guides and benchmarks, highly effective pedagogical strategies (Marzano, Hattie), adoption of the rigor/relevance framework as a curriculum design measure, comprehensive professional development plan, integration and application of instructional technology, and four-year learning plans for all students
MEASURABLE OUTCOME	Annually, the charter school average will be at or above the District average for performance in the area of Mathematics.
METHODS OF MEASUREMENT	CCSS SBA results, API
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content in the social sciences.
ACTIONS TO ACHIEVE GOAL	Common Core aligned instructional guides and benchmark assessments, highly effective pedagogical strategies (Marzano, Hattie), adoption of the rigor/relevance framework as a curriculum design measure, comprehensive professional development plan, integration and application of instructional technology, and four-year learning plans for all students
MEASURABLE OUTCOME	Annually, 70% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate satisfactory performance through formal assessments (until such time that State assessments are made available).
METHODS OF MEASUREMENT	Formal formative and summative assessments include: benchmarks, and essay exams, presentations, projects, rubrics, peer/teacher feedback; Student report cards and GPA
SUBPRIORITY D - SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content in the social sciences.
ACTIONS TO ACHIEVE GOAL	Next Generation Science Standards aligned instructional guides and benchmark assessments, highly effective pedagogical strategies (Marzano, Hattie), adoption of the rigor/relevance framework as a curriculum design measure, comprehensive professional development

	plan, integration and application of instructional technology, and four-year learning plans for all students
MEASURABLE OUTCOME	Annually, 70% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate satisfactory performance through formal assessments (until such time that State assessments are made available).
METHODS OF MEASUREMENT	Formal formative and summative assessments include: benchmarks, and essay exams, presentations, projects, rubrics, peer/teacher feedback; Student report cards and GPA
SUBPRIORITY E – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate physical fitness.
ACTIONS TO ACHIEVE GOAL	The physical education department will develop scaffolded curricular units that work to prepare students for passing all six “Healthy Fitness Zone” proficiencies. Students who do not pass the exam will be re-enrolled in general P.E. until they do.
MEASURABLE OUTCOME	50% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will pass the State Physical Fitness Exam
METHODS OF MEASUREMENT	Physical Fitness test results
SUBPRIORITY F – FOREIGN LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content in Foreign Languages.
ACTIONS TO ACHIEVE GOAL	Instructional guides and benchmark assessments, highly effective pedagogical strategies (Marzano, Hattie), adoption of the rigor/relevance framework as a curriculum design measure, comprehensive professional development plan, integration and application of instructional technology, and four-year learning plans for all students
MEASURABLE OUTCOME	Annually, 70% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate satisfactory performance through formal assessments (until such time that State assessments are made available).
METHODS OF MEASUREMENT	Formal formative and summative assessments include: benchmarks, and essay exams, presentations, projects, rubrics, peer/teacher feedback; Student report cards and GPA

SUBPRIORITY G – OTHER SUBJECTS – SOCIAL AND CIVIC RESPONSIBILITY	
GOAL TO ACHIEVE SUBPRIORITY	All students will demonstrate social and civic responsibility
ACTIONS TO ACHIEVE GOAL	Charter school will implement a school wide character education program
MEASURABLE OUTCOME	Annually, 100% of students will engage in character education
METHODS OF MEASUREMENT	Character education curriculum completion rates (e.g. participation in Challenge Day, Link Crew, Every 15 Minutes, Character Counts, Advisory, etc.)
<u>SCHOOL PRIORITY #1 – PERFORMANCE</u> <i>The extent to which pupils have access to, and participate in performance opportunities</i>	
GOAL TO ACHIEVE SCHOOL PRIORITY #1	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and will participate in annual performances
ACTIONS TO ACHIEVE GOAL	Develop performance calendar with ample opportunity in each art conservatory, notify student body of auditions, embrace widespread participation as a performing arts school
MEASURABLE OUTCOME	Annually, 95% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will actively participate in at least one school performance
METHODS OF MEASUREMENT	Annual participation report
<u>SCHOOL PRIORITY #2 – COMMUNITY SERVICE AND CIVIC RESPONSIBILITY</u> <i>The extent to which pupils use performance art for the good of the greater community</i>	
GOAL TO ACHIEVE SCHOOL PRIORITY #2	Charter School students will use performance art to give back to the greater community as a service act
ACTIONS TO ACHIEVE GOAL	Foster a sense of civic responsibility through character education program, provide myriad opportunities for students to participate in service events, recognize acts of civic duty
MEASURABLE OUTCOME	Annually, 70% of students, will use performance art to give back to the greater community
METHODS OF MEASUREMENT	Annual participation report, Service logs

Element 3

Methods of Assessing Pupil Progress Toward Meeting Outcomes:

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.

California Education Code Section 47605(b)(5)(C)

A. Assessments

The Charter School will meet all statewide standards and will conduct pupil state assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Please refer to the table in Element 2 for a description of the assessments the Charter School shall utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element 2, 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).

Schoolwide and student subgroup progress at the Charter School will be objectively measured by state-mandated annual assessments within the CAASPP assessment system for each grade (e.g., the Smarter Balanced Assessments, the California Standards Test (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA)), the Physical Fitness Test (PFT), the California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT).

Progress is also measured by classroom observations and formal formative and summative assessments, including essay exams, presentations, projects, rubrics, annual participation reports, and peer/teacher feedback. Benchmark assessments are given in all core classes multiple times per year and are stored electronically in the Student Information System. Student progress is tracked through portfolio assessment and the SPA online grade book (PowerSchool), which allows for full communication between the classroom teacher, parent, and student.

B. Use and Reporting of Data

The Charter School shall be held accountable for meeting state and federal measurable student outcomes within a performance-based accountability system. The Charter School shall participate in the CAASPP assessment system and utilize the SARC, Report Cards, Parent-Teacher Conferences and the LCAP as a ways for parents to access and participate in our educational program as a means to be accountable to our students, the County, and the public in general. The Charter School shall utilize a Student Information System (to be determined) as a means of evaluating the effectiveness of, and need for, modifying the educational program or adding new program initiatives. Results shall be analyzed amongst teachers and administrators, and shared, explained and discussed through our Board of Directors and with representatives of the County. The Executive Director shall develop a professional development model that outlines when data is shared and reported. Overarching analysis shall be conducted with teaching staff and monthly grade level cohort meetings to discuss student achievement data. The Executive Director shall be responsible for reporting to the Board of Directors on a regular basis on student achievement.

SARC and LCAP

The Charter School will comply with state mandated requirements applicable to charter schools regarding the School Accountability Report Card (SARC) and Local Control Accountability Plan (LCAP) each year.

ELEMENT 4

Governance Structure:

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

California Education Code Section 47605(b)(5)(D)

Non Profit Public Benefit Corporation

The Charter School will be a directly funded independent charter school and will be operated by ChartHouse Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to California Education Code Section 47604(c), the County 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 County has complied with all oversight responsibilities required by law.

Attached, as Appendix “W,” please find the ChartHouse Public Schools Articles of Incorporation, which have been filed and approved by the Secretary of State. The draft Bylaws and Conflict of Interest Code are also attached, and will be considered and adopted by the Board of Directors following approval of this charter; copies of which shall be provided thereafter to the County.

Board of Directors

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

The Board will meet regularly, at least once per month during the school year, and in accordance with the Brown Act. The Board shall establish an annual calendar listing the dates of its regular meetings and provide the locations of those meetings.

The Board is fully responsible for the operation and fiscal affairs of the Charter School, including, but not limited to, the following:

- Strategic planning
- Annual budget development and approval
- Fiscal oversight
- Hiring (or contracting for), supervision, evaluation, discipline, and dismissal of the Executive Director and hiring, discipline and dismissal of all other employees upon the recommendation of the Executive Director
- Adoption of the school calendar
- Oversight of curricular and extra-curricular programs
- Approval of community service programs
- Approval of graduation requirements
- Oversight and adoption of policies regarding Charter School facilities and safety
- Oversight and adoption of policies regarding student behavior and performance including but not limited to academic achievement and mitigation, attendance, dress and decorum, maintenance of a clean campus, open campus and other privileges, participation in extracurricular activities, and discipline proceedings
- Maintenance of strong Charter School-community relations
- Establishment of ad hoc hiring committees composed of a variety of stakeholder representatives, depending on the position
- Regular measurement of progress toward pupil outcomes
- Approval of all contractual agreements
- Approval and monitoring of the implementation of general policies of the Charter School
- Approve annual independent fiscal audit and performance report
- Appoint an administrative panel or act as a hearing body, and take action on recommended student expulsions

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, hiring and evaluation of the Executive Director, termination of employees, and the adoption of Governing Board policies. These delegated duties will focus on implementation rather than policy setting as this is the responsibility of the Board. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated

- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Board members

ChartHouse Public Schools shall abide by an adopted Conflicts of Interest Code that complies with the Political Reform Act, Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations applicable in the future. As noted above, the Conflict of Interest Code is attached within Appendix “W.” As required, the Conflict of Interest Code will be submitted to the Contra Costa County Board of Supervisors for approval.

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act. A board member orientation training will also be provided to all new members of the Board of Directors.

Composition of the ChartHouse Public Schools Board of Directors

The Board shall have no fewer than three (3) and no more than (9) directors. All directors shall be designated by the Board of Directors. The Board of Directors will reflect the diversity of cultural, academic, and professional expertise that is essential for fulfilling the Charter School's unique mission.

Each director shall serve two (2)-year terms. The terms of the initial Board of Directors will be staggered, with two (2) directors serving for three (3) years, and one (1) directors serving for two (2) years.

As specified in the bylaws, no persons serving on the Board can be “interested persons.”

The Executive Director

The Executive Director will be the leader of the Charter School. The Executive Director will, among other things, ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director must report directly to the Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Executive Director is assigned to perform assigned tasks directed from the Charter School Board of Directors 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 and complies with its charter
- Supervise and evaluate teachers and staff

- Communicate and report to the Board of Directors
- 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 Charter School
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the County
- Identify the staffing needs of the Charter 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 the Charter School in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend County Administrative meetings as requested by the County and stay in direct contact with the County regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the County on fiscal oversight issues as requested by the County
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the Charter School annual performance report and the SARC and the LCAP
- Present independent fiscal audit to the Board of Directors and after review by the Board of Directors present audit to the County Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, as necessary participate in the suspension and expulsion process
- Participate in IEP meetings as necessary

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

Parental Involvement

Parents may hold positions on the Board of Directors or in various school committees. Additionally, parents will be strongly encouraged to be involved in SPA. The Executive Director and/or his or her designee shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at Board meetings; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. No child will be excluded from SPA or school activities due to the failure of his or her parent or legal guardian to participate, but we will encourage parents to be involved in the educational program of their children.

ELEMENT 5

Employment Qualifications:

The qualifications to be met by individuals to be employed by the school.

California Education Code Section 47605(b)(5)(E)

Code of Professionalism

All staff members shall recognize the magnitude of the responsibility being accepted in the field of education. In order to ensure the effectiveness of our programs and the success of students in meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students.

Qualifications of Employees

SPA does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, gender expression, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law.

Prior to beginning employment, all employees must be fingerprinted and receive background clearance in accordance with Education Code Section 44237 and shall provide proof of tuberculosis clearance in accordance with Education Code Section 49406.

Administrative Team

Administrators at SPA should possess:

- An educational vision that is consistent with the Charter School's mission and educational program,
- A global frame of reference
- Leadership abilities such as public speaking, motivational skills, relationship building, skills in hiring, mentoring, and coaching to maximize their full potential

- Technological and data experience
- Business and legal experience

The most important criteria for administrative candidates include the following:

- M.A. degree or equivalent
- Teaching credential
- Minimum of five years teaching experience
- Administrative Services Credential (or Student Services credential with the Administrative Services Credential earned within two years for the Director of Counseling)
- Positive references from most recent employment, college, or grad school
- Evidence of educational experience after college

Teachers

SPA will hire the most highly qualified teachers available. SPA will adhere to Education Code Section 47605(l), which states:

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

SPA teachers and paraprofessionals shall meet all applicable ‘highly qualified’ requirements under the Elementary and Secondary Education Act (ESEA).

The most important characteristics of teachers are:

- Professionalism
- Effective classroom management skills
- Commitment to lifelong-learning and professional development
- Ability to work cooperatively and collaboratively with the school community
- Expertise in at least one subject
- Critical constructive thinking
- Demonstrable effectiveness in teaching
- Productive use of technology
- A willingness to take responsibility and exercise leadership for the Charter School as a whole

Although we expect our teachers to have additional qualifications, the minimum criteria for consideration include the following:

- B.A. or B.S. degree
- Subject matter competence (as evidenced by degree, subject waiver/course work, CSET, or work experience)
- Passing of CBEST and possession of a valid credential
- Completion of a teacher-training program at an accredited university
- Evidence of educational experience after college, if applicable (i.e. fellowships, graduate work, etc.)
- Evidence of successful classroom teaching experience, if applicable

Exceptions to the above qualifications may be made by the Executive Director for hiring staff in special areas as long as Education Code Section 47605(l) is followed.

Credentials will be maintained on site and monitored on an ongoing basis by the Executive Director. The Human Resources Manager (or similar role) will maintain a database. Monthly reports will be generated to check for credential expiration status. Reminder notifications will be sent to individuals three months prior to credential expiration date. The Human Resources Manager will print hard copies of credentials from the California Commission on Teacher Credentialing Website and keep the file on site.

Counselors and Other Non-Teaching Certificated Staff

Non-teaching personnel such as school counselors will possess appropriate credentials for the specific positions, such as Student Personnel Services credential for Counselors.

Candidates for these positions will have evidence of adequate professional training and/or experience. A bachelor's degree is required for all positions. Desirable qualifications would include a Masters or higher degree with full clear credentials/licenses for the appropriate field.

In special circumstances, exceptions to the above qualifications may be made by the Executive Director for hiring non-teaching certificated staff such as counselors from another state with adequate professional training who are qualified to receive a California credential within a reasonable amount of time after being employed.

Non-Teaching Employees

Non-teaching employees, who may include office staff, maintenance staff, custodial staff, grounds-keeping staff, food service staff, aides, and paraprofessionals, serve in support roles to keep the Charter School operating efficiently. If the Charter School receives Title I funding, it will ensure paraprofessionals are highly qualified under the ESEA, as applicable to charter schools. The following will be required for all non-certificated position candidates:

- High school diploma or equivalent
- Background/fingerprint/TB clearance

ELEMENT 6

Health and Safety Procedures:

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

California Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, the ChartHouse Public Schools Board of Directors will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the County for review at least 30 days prior to operation, or as otherwise agreed upon by the County and the Charter School.

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

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to 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 Executive Director of the Charter School shall monitor compliance with this policy and report to the ChartHouse Public Schools Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

Tuberculosis Testing

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

Immunizations

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

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

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

Diabetes

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

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.

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. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

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

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

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The 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 as required under Education Code Section 32001.

Comprehensive Discrimination and Harassment Policies and Procedures

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

ELEMENT 7

Racial and Ethnic Balance:

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

California Education Code Section 47605(b)(5)(G)

To the extent that the population of the Charter School can be controlled under the constraints of current state law, which requires admission by public random drawing and without discrimination based on the characteristics set forth in Education Code Section 220, the Charter School seeks to mirror as closely as possible the diversity of the territorial jurisdiction of the District, including with regard to socio-economic status.

As further detailed in the Outreach Plan attached as Appendix “X,” recruitment and outreach efforts to achieve a racial and ethnic balance reflective of the general population residing within the territorial jurisdiction of the District shall include but is not limited to the following:

- Recruitment events in various geographical regions of the District. Recruitment events will include presentations, recruitment tables, and pamphlet distribution.
- Documents disseminated at parent/school meetings, press releases, website announcements, orientations, tours of the Charter School. All written promotional materials developed by the Charter School shall be provided in Spanish and English and the Charter School will strive to offer translation at recruitment events subject to the availability of an interpreter
- Written communications with respected community organizations; and
- Articulation meetings with feeder middle schools and parents of matriculating students.

The Charter School shall maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. Such data shall be reviewed by administration and the Board of Directors at least annually, whereby modifications to the recruitment and outreach efforts described above may be made.

ELEMENT 8

Admission Requirements:

Admission requirements, if applicable.

California Education Code Section 47605(b)(5)(H)

The Contra Costa School of Performing Arts (SPA) 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.

The SPA shall admit all pupils who wish to attend the SPA, who meet the admission requirements. SPA's admissions requirements are as follows:

- Completion of an application form
- Completion of a SPA Workshop Day (see Appendix "Y" for DRAFT of Workshop Day)

The SPA 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.

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, e.g. birth certificate
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the SPA will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of enrolled students
2. Residents of the District
3. Children and dependents of Charter School employees
4. All other applicants

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

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

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the SPA’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The SPA will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The SPA will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT 9

Independent Financial Audits:

The manner in which annual, independent, financial audits shall be conducted, which shall employ general accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

California Education Code Section 47605(b)(5)(l)

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

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be 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 County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the ChartHouse Public Schools Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

ELEMENT 10

Suspension and Expulsion Procedures:

The procedures by which pupils can be suspended or expelled.

California Education Code Section 47605(b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. 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. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The 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 this Policy and Procedures are available on request at the Executive Director's office.

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

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

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at 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 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.

- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether

written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, 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 a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 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 transmission 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, 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. 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).

- 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 students 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.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

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

of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, 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 a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 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 transmission 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, 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. 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).
- 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.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had

obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Upon determining that the pupil will be recommended for expulsion, the Executive Director or designee shall inform the student services office for the authorizer via email.

4. Academic Work During Suspension

Students shall be given the option to participate in independent study while on suspension. In order to be eligible for independent study, both the student and the parent (or the adult student) must agree to participate in independent student and sign the required documents. The independent study provided during this time period shall comply with the board policy on Independent Study and the Independent Study Master Agreement. Special education students (suspended for ten days or less in a school year) may participate in independent study as long as his or her IEP specifically provides for that participation in accordance with Education Code Section 51745(c). Services for special education students who are suspended for more the ten days in a school year are discussed below in Section O.

If a student does not wish or cannot participate in independent study, the student shall be offered work packets to be completed during the term of the suspension.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned

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

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the 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 Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

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

the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. Expulsion Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

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

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

1. Notification of 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 who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment 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 result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

The Charter School shall not be deemed to have knowledge 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

Retirement Systems:

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

California Education Code Section 47605(b)(5)(K)

All full time, certificated employees will participate in the State Teachers' Retirement System ("STRS"). All full time, non-certificated employees will participate in the federal social security system. The Executive Director or designee shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made for all employees.

The Charter School reserves the right to revise or supplement its retirement systems offerings.

ELEMENT 12

Public School Attendance Alternatives:

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

California Education Code Section 47605(b)(5)(L)

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

ELEMENT 13

Employee Return Rights:

A description of 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.

California Education Code Section 47605(b)(5)(M)

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

All employees of the Charter School will be considered the exclusive employees of ChartHouse Public Schools and not of the District or County, unless otherwise mutually agreed in writing. Employment by ChartHouse Public Schools provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14

Dispute Resolution:

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

California Education Code Section 47605(b)(5)(N)

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

The Charter School and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

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

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of the Charter School and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

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

ELEMENT 15

Public School Employer:

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

California Education Code Section 47605(b)(5)(O)

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

ELEMENT 16

Closure Procedures:

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

California Education Code Section 47605(b)(5)(P)

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

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

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

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

As applicable, the Charter School will provide parents, students and the County 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. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

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

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

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

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

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

As specified by the Budget in Appendix "Z," the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

Budget and Financial Reporting

The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation.

California Education Code Section 47605(g)

Attached, as Appendix “Z,” please find the following documents:

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

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

The Charter School shall provide reports to the County as follows, and may provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the 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 County shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

Insurance

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

Administrative Services

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

The Charter School will provide or procure its own administrative services through an appropriately qualified third-party contractor. The Charter School plans to contract with Charter School Management Corporation (CSMC), a business and development company specializing in charter schools, for administrative and "back office" services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS and PERS Setup and Management
- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support
- LEA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

If the County is interested in discussing the possibility of providing administrative services to the Charter School on a fee-for-service basis, the specific terms and cost for these services will be the

subject of a separate memorandum of understanding between the Charter School and the County and subject to County availability and willingness to provide such services.

Facilities

The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.

California Education Code Section 47605(g)

The SPA's primary target location for facilities will be on the property of the Concord Pavilion in the city of Concord, California. The address is as follows:

**2000 Kirker Pass Road
Concord, CA 94521**

In partnership with the City of Concord and Live Nation, SPA aims to have access to the Concord Pavilion property and facilities. This world-class performance venue has an audience capacity of 12,500 and holds concerts, local community events, and high school graduations. Upon approval of the charter, SPA will commence with a building plan to place school facilities on this site. See Appendix "AA" for supporting documents.

As a secondary option and pursuant to the rights provided for in Proposition 39, the SPA proposes to submit a Prop 39 facilities request to MDUSD in order to utilize district facilities.

The SPA educational program has the following general facilities preferences (at capacity):

- 1-3 acres
- ~30,000 square feet of indoor space
 - Approximately 24 classrooms
 - Offices
- Multi-purpose room to be used for:
 - Cafeteria
 - Physical Education
 - Other gatherings of the student body and/or community
- Performing Arts Space

Transportation

The Charter School will not provide transportation to and from school, except as required by law. SPA will investigate transportation options for students such as orchestrated carpools, transportation scholarships, and free or reduced price bus passes.

Potential Civil Liability Effects

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

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by 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 County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County - requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School and the County may enter into a memorandum of understanding, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the ChartHouse Public Schools' 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 above, insurance amounts will be determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.