

RIVER OAK CHARTER SCHOOL



CHARTER RENEWAL
PETITION
2020/21 – 2025/26

River Oak Charter School



PRESENTED FOR CHARTER RENEWAL CONSIDERATION TO

Ukiah Unified School District Governing Board

Tyler Nelson, President

511 South Orchard Avenue
Ukiah, CA 95482

**By the Charter Council
River Oak Charter School**

Amy Nelson, President

555 Leslie Street
Ukiah, CA 95482

Prepared in compliance with the terms, conditions, and requirements of
EC 47605 and related statutes and as amended - The Charter School Act
and **Ukiah Unified School District Board Policy 412**

Submission on October 30, 2019

AFFIRMATIONS/ ASSURANCES

As the authorized lead petitioner, I, Jeanne Yttreness, hereby certify that the information submitted in this application for a Charter Renewal for River Oak Charter School ("ROCS" or the "Charter School") located within the boundaries of Ukiah Unified School District ("UUSD" or the "District") is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, We understand that, if awarded a charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of ROCS for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47606(b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend ROCS 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 an equal chance of admission through a random public 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)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from state financial assistance, or enrolls pupils who receive state student financial aid, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which all teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 4761.5(a)(1)(A)-(D)).
- Shall notify the superintendent of the school district within 30 days of the last known address of any pupil who is expelled or leaves the charter school without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Shall follow any and all other federal, state, and local laws and regulations that apply to ROCS including but not limited to:
 - Maintaining accurate and contemporaneous written records that document all pupil attendance and making these records available for audit and inspection
 - Consulting on a regular basis with its parents and teachers regarding the Charter School's education programs
 - Complying with any jurisdictional limitations to locations of its facilities.
 - Complying with all laws establishing the minimum and maximum age for public school enrollment
 - Complying with all applicable portions of the Every Student Succeeds Act.
 - Complying with the Public Records Act.
 - Complying with the Family Educational Rights and Privacy Act.
 - Complying with the Ralph M. Brown Act.
 - Meeting or exceeding the legally required minimum number of school days.

Signatures of Meaningfully Interested Teachers Submitted in Compliance with the Provisions of Education Code 47605 and UUSD BP 412

Petition for Renewal of River Oak Charter School:

We, the undersigned, believe that the charter petition submitted and attached to this petition, (such as it was reviewed by us prior to signing), merits approval, and petition this Governing Board to approve this charter petition for renewal pursuant to Education Code Section 47605 for River Oak Charter School, a non-profit public benefit corporation established to develop and implement charter schools, agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the school's charter. The petitioners listed below are teachers currently employed and meaningfully interested in continuing to be employed at River Oak Charter School. In signing below, we authorize the Lead Petitioner or designee to negotiate any and all amendments to the attached charter necessary to secure approval by the Governing Board or upon appeal as may be deemed appropriate.

By the Lead Petitioner: c/o River Oak Charter School
555 Leslie Street, Ukiah, CA
(707) 467-1855

Jeanne Yttreiness, Administrator (Interim)

By the Petitioners: c/o River Oak Charter School
555 Leslie Street, Ukiah, CA
(707) 467-1855

Camille Meeker (Golden Sun Kindergarten)

Rachelle Coleman (Crimson Clover Kindergarten)

Kris Mize (Grade 1)

Lori Stubben (Grade 2)

Jennifer Douthit (Grade 3)

Rebekah Martinez (Grade 4)

Dolly Oberti (Grade 5)

Carissa Sadlier (Grade 6)

Adam Williams (Grade 7)

Meagan Bet (Grade 8)

NOTABLE CHANGES FOR RENEWAL PERIOD – 2020-2025

Increased Maximum Enrollment

Approved by UUSD in April 2018, our enrollment capacity was increased from 240 to 246 students to fill our classes to capacity and to support ROCS with an increase in revenue.

New Looping Model

Looping is defined as a teacher remaining with the same group of students for more than one consecutive school year. In February, 2019, after gathering input from teachers, staff, and parents at two schoolwide discussion forums, Charter Council adopted a Looping Policy (exhibit G – ROCS Policies) to implement a shorter looping model beginning the 2019-2020 school year. In an effort to increase student learning and performance, build on teacher strengths, reduce teacher burnout, and encourage teacher retention, ROCS grades teachers will remain with the same class in the following looping model: Loop 1 - Grades 1-3; Loop 2 - Grades 4-6; Loop 3 - Grades 7-8.

Kindergarten teachers will stay in Kindergarten every year and will not participate in the looping process.

With this intention, and keeping flexibility in mind, special consideration will be given to any concerns that may arise in the transition of a class from one loop to another. In order to facilitate the process of change, if needed, River Oak will establish an advisory committee consisting of one teacher from each loop cycle. The advisory committee will use the following criteria, **equally weighted**, in making a recommendation:

- Needs of the students
- Needs of the school
- Teacher experience
- Applicable credentials
- Current assignment
- Needs of teacher (personal and professional)

Recommendations of the committee are made by consensus, if possible. All information is presented to the administrator for the final decision.

NEW LAWS/REQUIREMENTS FOR RENEWAL PERIOD – 2020-2025

ROCS will adhere to all new laws and regulations that now apply to charter schools. These Assembly and Senate bills are described below.

Assembly Bill 1871: Access to Free and Reduced-Price School Meals

Existing law requires each school district maintaining any kindergarten or any of grades 1 to 12, inclusive, to provide for each needy pupil one nutritionally adequate free or reduced-price meal during each school day, and authorizes them to use funds made available through any federal or state program the purpose of which includes the provision of meals to a pupil, including the federal School Breakfast Program, the federal National School Lunch Program, the federal Summer Food Service Program, the federal Seamless Summer Option, or the state meal program, or to provide those meals at the expense of the school district or county office of education.

Commencing with the 2019–20 school year, this bill will require a charter school to provide each needy pupil, as defined, with one nutritionally adequate free or reduced-price meal during each school day. In order to meet this new requirement, ROCS has contracted with Amy Jiroutto provide lunches the first year. Subsequent years, ROCS will apply for HOTM and snacks.

AB 1871 has successfully been implemented on the first day of school. All required licenses and permits have been received. All inspections have been passed.

Senate Bill 1104: Human Trafficking

Requires charter schools serving grades 6-12 to identify methods of informing Parents/guardians of their students regarding human trafficking prevention and implement these methods by January 1, 2020. In August of each school year, ROCS will send this information to all families in our “Back-to-School” packet. **This will be in place by January 2020.**

Assembly Bill 2639: Suicide Prevention

This bill requires the governing board of a charter school to review its suicide prevention policy at least every 5th year if it serves pupils in grades 7-12. **Charter Council will review policy at their September Council meeting.**

Senate Bill 972: Student ID Cards

Commencing July 1, 2019, when charter schools that serve grades 7-12 have student ID cards, Educ. Code Section 215.5 now requires charter schools to print the telephone number for the National Suicide Prevention Lifeline on the card. Additional local suicide prevention hotline phone number and crisis text line information optional. Number will be provided on the back of their ID cards. **The Hotline Number will be added to ID Cards Fall 2019.**

Assembly Bill 2601: Equal Access to Sexual Education

Effective during the 2019-20 academic school year the California Healthy Youth Act (“CHYA”) will be extended to include charter schools. This bill requires charter schools to provide students in grades 7 to 12, a comprehensive sexual health education and HIV prevention education at least once in middle school and once in high school. ROCS is required to provide instruction, of required topics, to be age-appropriate, medically accurate, and appropriate for diverse pupils. We are also required to provide the following: in-service training for all personnel that provide HIV prevention education, written notice regarding instruction, and provide parents the right of passive Consent. **Teachers have been notified, a letter will be sent to all parents/guardians explaining AB2016.**

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- A. School and Family Partnership Agreement
- B. Document: *Public Waldorf Schools and the Common Core Standards: The Alliance for Public Waldorf Education Recommendations for the Appropriate Placement of the Common Core Standards into Waldorf Inspired Programs*
- C. 2020/21 School Calendar
- D. 2020/21 Annual Instructional Minutes and Bell Schedule
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- G. ROCS Policies
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- N. ROCS Emergency Preparedness Plan
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- W. Information about Board Members, Administrator, Consultants
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- Y. Local Control and Accountability Plan (LCAP)
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INTRODUCTION/FOUNDING GROUP

River Oak Charter School is a Kindergarten through 8th grade, 246 student capacity, California charter school located at 555 Leslie Street in Ukiah. ROCS opened its doors in 1999 pursuant to a charter from Twin Ridges Elementary School District of Nevada County, California. ROCS petitioned the Ukiah Unified School District for a charter in 2006. Effective July 1, 2007, ROCS executed a memorandum of understanding (“MOU”) with UUSD and received a three-year charter (“Charter”) from UUSD. The Charter then submitted a petition in 2010 to UUSD for a renewed, five-year charter effective from July 1, 2010 through June 30, 2015, and then a renewal petition in 2014 for another five-year charter effective from July 1, 2015 through June 30, 2020.

This is a petition to UUSD for a renewed, five-year charter to be effective from **July 1, 2020 through June 30, 2025.**

As detailed below, ROCS has from and after July 1, 1999, provided to its students the Steiner-inspired educational program described in the Charter and has complied with all applicable laws and with the MOU with UUSD. ROCS remains financially solvent despite recent budgetary challenges facing the state. Attached is ROCS June Adopted Budget that was approved by Charter Council on June 17, 2019 – including a plan to address our deficit spending due to state and federal flat funding.

This petition outlines the history, educational program, operations, management, policies and governance structure of ROCS. For review, the document has been organized to align with the required elements in the UUSD administrative rules with modification to also comply with the State Board’s Model Charter Application Template approved and recommended by the State Board of Education. The charter also includes a table of contents, the faculty petition signature page, the Charter School’s written Affirmations and Assurances, and exhibits, each of which is incorporated herein by reference.

We hereby formally apply to the Ukiah Unified School District Board of Trustees for a five-year charter for the River Oak Charter School beginning in the 2020-2021 school year.

HISTORY

ROCS is currently chartered under Ukiah Unified School District of Mendocino County and has been operating since 1999.

ROCS is a community of families and teachers using Steiner-inspired teaching methods to nourish and educate our children. The Steiner-inspired curriculum develops the child’s active will, creative imagination, and clear, independent thinking. Children emerge as young adults with the self-confidence to impart direction and purpose to their lives and leadership to their community.

The ROCS currently enrolls a maximum of 246 students in K-8th grade. At present we have ten (10) teachers, one (1) administrator, and thirty-three (33) other auxiliary staff.

ROCS student population currently strives to reflect the diversity of families inhabiting Ukiah Valley. The goal of ROCS is to serve a cross section of the children/families from the community, reflecting its socioeconomic and ethnic mix in our enrollment.

ROCS entered into a twenty-year mortgage in 2003 with former owner of a commercial structure and 1+ acre on Leslie Street.

ROCS opened in September 1999, with six (6) classrooms and barely 100 children, offering the Ukiah Valley an educational alternative to other public schools. At that time, parents and teachers envisioned bringing the heralded Steiner-inspired curriculum as a choice to all children in Ukiah. The Charter School is now in its twentieth (20th) year of operation and has fully met or exceeded the objectives of the original development group. The Charter School has attracted a diverse, energetic, and committed community of students and families who are fully involved in its operation and growth.

The governance of the school is based on a successful collaboration between the administrator, faculty council, charter council, and parent council.

The ROCS has demonstrated sound fiscal management by producing and executing a balanced budget every year, while supplementing state funding with a modest fundraising program. This additional funding supports a wide range of specialty classes including handwork, band, painting, strings, chorus, woodwork, foreign language, and circus/movement.

ROCS has initiated a number of community outreach events, and it is expected that when re-chartered by UUSD, it will continue to be a vital part of the Ukiah community.

A: EDUCATIONAL PROGRAM

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

Mission

River Oak Charter School strives, as a dynamic community of teachers, parents and students, to inspire in the child a love of life and learning, beginning with one’s own heart, head and hands and working towards making a contribution to the community.

Vision

River Oak Charter School is a Steiner-inspired public school with a consistent philosophy, curriculum and teaching method that embraces the developmental model of the growing child and awakens each child’s full and unique potential. Steiner-inspired education nurtures a sense of wonder and delight, and fosters the reverence for nature and humanity inherent in the young child. Steiner-inspired curriculum develops the child’s active will, creative imagination and clear, independent thinking. Children emerge as young adults with the self-confidence to impart direction and purpose to their lives and leadership to their community.

Goals

ROCS respects and appreciates all children for their unique ethnic and cultural backgrounds, and affords the opportunity to develop an understanding of all of the traditions and cultures represented in the student population. Our goal is to educate a cross-section of the students of the Ukiah Unified School District. Children emerge with academic excellence, a commitment to the enhancement of their community and the ability to succeed today and tomorrow.

The Goals of ROCS:

- To broaden the educational choices and opportunities for children and families living in the local community
- To offer an educational program in a stimulating, nurturing, and safe environment
- To instruct children in methods framed within an artistic, creative, and imaginative context
- To allow each child’s full potential to unfold
- To offer a challenging, developmentally–appropriate academic program
- To support students with learning disabilities to whatever degree needed to be successful in the classroom
- To inspire students to be self-motivated, competent, lifelong learners
- To create a school that motivates and assists all students in meeting proficiency on state academic standards

Common Core State Standards (CCSS)

Professional development has been focused on ensuring that ROCS teachers understand the

CCSS and implement instruction based on them. Parents are also learning about the CCSS through informational meetings and workshops. We are implementing instruction based on the CCSS for Reading/Language Arts, Mathematics, and the *Next Generation Science Standards* (NGSS). The NGSS have been developed to provide all students an internationally benchmarked science education and it is based on the Framework for K-12 Science Education.

Professional Development for school leaders and teachers is designed to:

- Introduce the CCSS
- Deepen understanding through comparison to California Content Standards
- Create draft scope and sequences for Reading/Language Arts and Mathematics
- Understand the implications for instruction
- Explore the California Assessment for Academic Student Performance and Progress (CAASPP)

Compliance with Local Control Funding Formula (LCFF)

In accordance with Education Code Section 47605(b)(5)(A)(ii), ROCS will align its annual goals and actions for all pupils and each subgroup of pupils. These goals will be updated annually using the Local Control and Accountability Plan (LCAP) template. Please see Exhibit Y for a copy of ROCS LCAP.

Section 1: Targeted School Populations

It is ROCS' intent to be demographically representative of the local population for grades K-8 in terms of gender and ethnicity with an anticipated age span of 4-14. The Charter School intends to maintain a population of approximately 246 students averaging 22-26 students per grade. All students are welcome at ROCS regardless of prior academic deficiencies and educational experiences. An attendance rate of 93.0% or higher is expected; students are required to attend a full day unless their absence is excused in keeping with state requirements.

Based on prior experience, it is anticipated that, in comparison to other schools in the region, a similar percentage of students will be low achieving, a similar percentage will be English Learners, and a similar or higher percentage of students will be eligible for free- and reduced-price meals. It is anticipated that the percentage of students with IEPs and Section 504 plans will be approximately the same as the local population. ROCS will continue to serve students of all abilities who wish to attend subject only to capacity; the staff recognizes its responsibility to provide service to all students.

Why Families Choose ROCS:

- A desire to participate in a program that emphasizes a Steiner-inspired educational methodology
- A desire to have their child's needs met through an alternative educational approach
- The attention and support given to the individual social, emotional, and developmental needs of the students
- Environmentally conscious educational programs
- Parent commitment and involvement in children's education
- An interest in a curriculum that embraces the value of lifelong learning
- A desire to be a part of a thriving educational community that values and actively supports partnership and continuity between family and school
- An interest in supporting an integral relationship between education, individual development and service to local and global communities
- Acceptance of diverse personal philosophical beliefs and values
- An ability to meet specific learning needs of the individual child

Section 2. Attendance

An average daily attendance rate of 93.0% or higher is expected at ROCS; students are required to attend a full day unless their absence is excused in keeping with state requirements. Parents who enroll their children in ROCS will, through participation in an intake meeting and by signing the *School and Family Partnership Agreement* (Exhibit A), accept responsibility for the decision to enroll their student at ROCS for a quality, public education in a manner that is consistent with ROCS charter, codes, policies, and rules. Under the pledge made in the Agreement, parent/guardians will, to the best of their ability: ensure that the student attends a full day of school everyday, and support the student's efforts by attending classroom parent nights, reading classroom newsletters. Parents/guardians will also be encouraged to inform school staff of matters that may affect the student's learning and progress, and recognize and celebrate the student's successes by attending school events. No student will be disenrolled or expelled due to a parent's failure to honor the School and Family Partnership Agreement.

When tardiness occurs, ROCS staff follows the *Tardy Policy and Protocol* (Exhibit G – ROCS Policies) which includes the following progressive steps:

- Verbal reminders to the family from teacher or other School staff, as appropriate.
- After 3rd tardy, Administrator will call home to remind parents of the School's attendance expectations.
- First letter home from the School as a warning after the 5th overall tardy for the year.
- Second letter home after 8th total tardy, requiring parent(s) and student(s), if appropriate, to meet with Administrator
- Families make an appointment and meet with the Administrator about the attendance problem within two weeks of notice. If the appointment is not met, the case is referred to the Charter Council.
- Other steps may be recommended at the time of the meeting with the Administrator. An agreement will be signed by the family that acknowledges its commitment to solving its unique tardiness problem
- Third letter home after 12th tardy; at this time the process becomes more formal and the case is referred to the Charter Council. The Charter Council will meet to determine appropriate next steps.

Annual Academic Calendar

ROCS shall adopt an annual academic calendar with 177 days of instruction, exceeding the minimum required 175 days of instruction. The calendar shall be designed to align closely with UUSD's academic calendar in order to minimize the potential negative impact on families with pupils enrolled in more than one school (Exhibit C – *2020-21 School Calendar*).

ROCS shall exceed the minimum required annual instructional minutes for grades kindergarten through eight (Exhibit D – *2020-21 Annual Instructional Minutes and Bell Schedule*).

Beginning in the 2020-2021 school year, our minutes will be:

Kindergarten:	minimum required: 36,000 – ROCS: 45,135
Grades 1-2:	minimum required: 50,400 – ROCS: 54,195
Grade 3-8:	minimum required: 50,400 – ROCS: 55,455

ROCS enrolls students according to the River Oak Charter School *Admissions Policy* (Exhibit O). School capacity and individual class capacities are set by December 1 for the following academic year.

ROCS accurately conducts the daily business of attendance accounting while adhering strictly to state statutes, rules, and regulations. ADA figures are derived from daily attendance data collected based upon the daily engagement of pupils in instructional activities required by the Charter School on days that the Charter School is in session in accordance with ROCS Attendance Policies and Procedures and Title 5 of the California Code of Regulations Section 11960. Attendance records are kept in our student information system, Aeries.

Section 3: What It Means to Be an Educated Person in the 21st Century

The objective of ROCS is to support its students' development of academic and personal habits and attitudes desirable for an educated person in the 21st century. Students shall become lifelong learners who have developed the confidence, self-motivation, competence, and responsibility that enable them to impart direction and purpose to their lives and leadership to their community. The following are the attributes that ROCS believes make up an educated person in the 21st century.

Academic Attributes of an Educated Person in the 21st Century

- Literacy
- Ability to communicate clearly, both orally and in writing
- Ability to communicate in more than one language
- Understanding of mathematical processes, including application
- Understanding of the scientific method and the various scientific disciplines
- Knowledge of history and geography
- Knowledge and appreciation of drama, music, and the visual arts
- Ability to observe, gather, organize, analyze, and synthesize information
- Ability to assess data critically
- Ability to think creatively, analytically, and logically
- Ability to use technology as a tool

Non-Academic Attributes of an Educated Person in the 21st Century

- Resourcefulness, confidence, and motivation
- Respect for the environment
- Passion for lifelong learning
- Enthusiasm, a sense of wonder, and curiosity
- Ability to communicate and resolve difficulties with respect and compassion
- Ability to work cooperatively with others
- Ability to value relationships, and have respect for others and for authority
- Ability to exercise tolerance and respect in regard to cultural, ideological, and philosophical differences
- Ability to solve problems by analyzing issues from multiple perspectives
- Clearly developed emotional intelligence
- Self-respect, self-control, and self-actualization
- Concentration, focus, and perseverance
- Adaptability and mental flexibility
- A strong sense of connection to and responsibility for the world, both locally and globally

Section 4: How Learning Best Occurs

River Oak Charter School believes that learning best occurs by providing a balanced education that emphasizes Steiner-inspired teaching methods and parent participation in the learning environment described below. Our Steiner-inspired curriculum and the instructional approach shall ensure that

each child meets the Common Core State Standards (CCSS) and the Steiner-inspired Academic Standards and Assessment by the time the student exits eighth grade. The ROCS community supports the idea that every child needs the balance provided by healthy emotional, social, artistic, and physical development. An education at ROCS will foster the development of a fulfilled, creative, and productive life for all of its students.

River Oak Charter School maintains that learning best occurs when teaching methods and structures include:

- A model asserting that children learn through identifiable stages of development
- Teaching staff who are sensitive to each child's personal development and growth
- Academic development in an environment that supports the unfolding of emotional and social aspects of the individual child
- A curriculum designed to foster attitudes and habits that promote responsibility and confidence
- Academic components framed within an artistic, creative, and imaginative context
- Educational models that weigh process and outcome equally
- A cooperative, noncompetitive environment where each child's uniqueness is honored
- Teaching methods that place a high value on relational experiences and interpersonal interactions
- An approach that strives to increase capacities for self-motivated learning as opposed to one that focuses on an information-based model
- The creation of a community wherein all members – parents, teachers, children and members of the larger community – make a commitment to lifelong learning
- A partnership between home and school where parents are deeply involved in a variety of aspects of their child's education and school decision making
- Limited exposure to electronic media
- Educational experiences both in and out of the classroom setting that engage the child intellectually, emotionally, socially, and physically
- Learning from observation to analysis – learning from the whole to the part -- in a fraction lesson, the teacher shows students a full pie and then divides it into the fractional parts; in a history lesson, the teacher gives an overview of the time period being studied and then develops the details of specific events.
- Teaching history through the biographies of great individuals who have significantly impacted their cultures and times, evoking curiosity, interest and empathy in the students
- Teaching science phenomenologically through demonstrations, sensory impressions and careful observation, resulting in the processing and quantifying of information by students using the scientific method

ROCS operates as a traditional day school with one classroom for each grade (1-8) and two kindergarten classrooms. We own our school complex, in close proximity to downtown Ukiah, within walking distance of the Library, Sun House, Court House, and parks. Our school offers clean, uncluttered, aesthetic classrooms displaying student art. Our site includes common community areas, gardens, and play areas.

ROCS educates the whole child by providing a balanced education that emphasizes Steiner-inspired teaching methods, community service, and parent participation. The ROCS community supports the idea that every child needs the balance provided by healthy emotional, social, academic, artistic, and physical development. An education at ROCS will foster the development of a fulfilled, creative, and productive life for all of its students.

The Steiner-inspired curriculum offers aspects of Steiner-inspired education adapted and suitable for a publicly funded charter school in California. Our curriculum does not embrace, favor, highlight, or advocate any particular religious creed or belief.

The academic program is strongly interdisciplinary, integrating the arts – drama, painting, music, drawing, and handwork – into all curricula. This model of education through the arts awakens imagination and creativity, bringing vitality and wholeness to learning.

Reading/Language Arts

Communication is key to the next generation of learners and ROCS is committed to fostering speaking, listening, reading, and writing skills in all learners and across all curricula. Our K-5 program emphasizes Foundational Skills as described in the CCSS. In all grades we will strike a balance between fiction and informational text for reading and writing knowing that student literacy needs to be well-rounded. Text and media provide the common experience from which teachers will draw to create learning opportunities that authentically engage students in collaboration and communication. We understand the value of student discourse in face-to-face settings and believe that through discourse students will develop a deeper understanding of concepts as well as the ability to think creatively and critically, construct viable arguments and critique the reasoning of others, and develop social and cross-cultural skills. Likewise, a focus on student discourse authentically supports the academic language development of our ELs.

Mathematics

Implementation of the Eight Mathematical Practices provides the foundation of our mathematics Instruction while fostering the 21st Century learning proficiencies of communication, critical and creative thinking. We are revising our mathematics curriculum scope and sequence based on the newly California CCSS Mathematics Framework.

ROCS piloted *Bridges to Mathematics* curriculum in 2013-2014 during practice periods (three 50 minute periods in third grade and four periods in fourth grade). In the 2014-2015 school year, we purchased the *Bridges to Mathematics* full program for grades 1-5 to conduct an in-depth piloting of the program. This is the second edition, which specifically addresses the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. All first through fifth grade teachers, in addition to their two or three month-long main lesson math blocks a year, are using the Bridges program in their math practice periods.

The *Bridges* curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. The program blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful. The manipulatives and visual models, as well as games, reinforce concepts in a fun way.

There is a separate, but integrated program within *Bridges to Mathematics* entitled "Number Corner". This consists of 15-20 minutes of math featuring short daily workouts that introduce, reinforce, and extend skills and concepts related to the critical areas of study at each grade level. New pieces are added to the display each day, providing starting points for discussions, problem solving, and short written exercises. This is a part of our daily morning Main Lessons.

In the 2016-17 school year, we adopted the mathematics curriculum *Big Ideas Math – A Common Core Curriculum* for our 6-8 grades. Big Ideas Math is a research-based program providing a rigorous, focused, and coherent curriculum. The program balances conceptual understanding with procedural fluency, as research shows that students benefit from equal exposure to discovery learning and direct instruction.

History/Social Science, Science, and Technical Subjects

In grades 1-5, History/Social Science and Science are integrated in the Reading/Language Arts curriculum. Students engage in literacy instruction and experiences that develop their skills and

abilities to comprehend content material while learning about important events and people in history and foundational concepts in science. In grades 6–8, students engage in deep exploration of the CCSS in History/Social Science, Science, and Technical Subjects.

Science

Students' innate curiosity and desire to understand their world serves as a foundation for the scientific inquiry based approach to ROCS science curriculum. The science curriculum models the way scientists conduct research and experiments in the real world, incorporating a true inquiry based approach to learning and discovery. Science instruction for students in the primary and upper grades will fall into the areas of Earth Science, Life Science, Physical Science and Investigation and Experimentation. In the middle grades, science instruction will include the four prior areas but at a greater depth of knowledge and an increased focus toward inquiry- based learning. By the end of eighth grade, students will have the skills to be independent problem solvers with strong critical thinking, writing and reading skills, and the ability to implement student-created scientific experiments. ROCS science curriculum is grounded in the Next Generation Science Standards (California Department of Education, 2013).

ROCS believes the best way for students to appreciate the scientific thinking process, learn important scientific concepts, and develop the ability to think well is to actively construct ideas through their own inquiry, investigation, and analysis. The scientific thinking processes focuses on: observing (using the senses to get information), communicating (talking, drawing, acting), comparing (pairing, one-to-one correspondence), organizing (grouping, seriating, and sequencing), relating (cause and effect, classification), inferring (developing scientific laws, classification, if/then reasoning), and applying (developing strategic plans, inventing).

ROCS teaches the Sciences in 4-5 week block intensives to deepen the understanding of the curriculum and to allow children to make connections between different scientific disciplines.

Essential Components of Science Curriculum:

- *Hands-On Learning* - Students learn by designing experiments and investigations and carrying them out in both lab-based and real-world settings.
- *Real World Connections* - Students learn by accessing the available resources in their local communities and ecosystems; including field trips to local areas and ecosystems.
- *Exploratory* - Students make observations and hypotheses based on their own questions and curiosity about the world in which they live. Students investigate and test their questions and hypotheses through trial and error and reflect on feedback. Students use science notes to record observations, hypotheses and investigations.
- *Interdisciplinary* - Students learn within and across disciplines, and have the opportunity to integrate skills and concepts as they apply to different subjects.

Physical Education

A quality physical education has become increasingly more important in schools as students are engaging in more sedentary activities outside of school hours. This inactive lifestyle is a contributing factor to the overall obesity problem in our nation. Therefore, introducing fitness at a young age raises youth's awareness of the important role fitness plays in living a healthy lifestyle. At ROCS all students participate daily in Steiner-inspired movement activities and bi-weekly standards-based physical education classes guided by the California Physical Education Framework and California Physical Education Standards. Our physical education program strives to provide instruction that increases fitness, develops physical skills, cognition, sport, and affective domains of attitude, interest, and cultural acceptance. ROCS administrator, classroom teachers, and Games teachers ensure that students receive the minimum number of physical education minutes recommended by the state (*grades 1-6 minimum of 200 minutes each 10 days; 7-8 minimum of 400 minutes each 10 days*).

Visual and Performing Arts

Art plays a significant role in Steiner-inspired Education: drawing, singing, painting, and poetry have their regular place in the educational program because they provide nourishment for the affective aspects of a child's development. Art is able to scaffold and reinforce understanding of academic subjects and content. It is seen not only as enrichment, but as an essential aspect of every child's development.

ROCS students are given opportunities to think critically and creatively beyond academic areas. We offer students exposure to the visual and performing arts through weekly classes in Art and Music. Students work independently and collaboratively on a variety of artistic endeavors and performances, including beautiful culminating works of Renaissance Art in 7th and Modern Art in 8th. Annually, each class performs a play for the whole school during the day and for the families in the evening. Children live into History through theatrical productions and activities. Oral presentations, community performances, biographical sketches, assemblies, and festivals are all incorporated into lessons K-8 to support and deepen our block intensives.

Syllabi - An adopted syllabus based on the Common Core State Standards and Steiner-inspired principles is maintained at each grade level and for each specialty class. Steiner-inspired curriculum content aligns with state content standards for each grade along a matrix in History, Literature, English, Grammar, Languages, Geography, Sciences, Mathematics, Physical Education, Drawing, Painting, Handwork, Woodwork, and Music.

Music

Our general music program is designed to expose students to the power and passion that listening to and creating music can ignite. Music lessons are based on standards for the Visual and Performing Arts and executed with an understanding and consideration of developmentally appropriated instruction. Students will develop rhythm and an understanding of melody and harmony through singing and instrumental lessons. They will learn basic skills for reading music, percussion, and string instruments, while developing the 21st Century skills of collaboration, communication, and creativity. Students will deepen their understanding of music as a cultural phenomenon through listening to music from around the world and engaging in the study of music history. Further, students will have the opportunity to develop confidence and presence when performing for family and friends at school events.

All students learn to play pentatonic flute in 1st and 2nd grade, lyre and soprano recorder in 3rd-8th grade, and violin in 4th grade. Our 5th-8th grade students participate in band and strings ensembles.

Lessons and activities blend cognitive, auditory, kinesthetic, visual and tactile approaches to address the students' various dominant learning styles. ROCS places a high priority on teaching students how to teach themselves and to develop lifelong learning skills.

Steiner-inspired teaching methods stress a nurturing, multi-sensory, nature-oriented learning environment. The stimulation of the child's imagination and creativity, as well as the development of healthy habits and strong memory skills, are high priorities. Daily, weekly, and seasonal rhythms help provide consistent structure to the educational process. Multiple learning modalities are integrated into daily lessons to create a learning atmosphere that is supportive, challenging, and meaningful to each student. Steiner-inspired teaching methods emphasize imaginative and creative play in the early years and build in complexity as the child progresses. Opportunities for artistic expression abound throughout the grades.

The Class Teacher – The heart of the education is the loving, creative, trusting, and respectful relationship between the student and the teacher. In our program, traditionally, the class teacher

had the opportunity to take the same class of children through eight years of elementary school (grades 1-8), teaching the main lesson/academic subjects.

Main Lesson – A fully integrated two-hour period of instructional activities begins each school day, in which the core curriculum is presented. The main lesson can be, for example, algebra, Greek history, botany, or acoustics, and involves storytelling, movement, art, biography, drama, writing, and any activity that might help bring the topic to life. This main lesson is taught for a three- or four-week block and then ended, often to be continued later in the term. This approach allows freshness and enthusiasm, enriches content and skills by integrating them together as a powerful, concentrated, in-depth experience, and gives the children time to “digest” what has been learned. This format is used in first through eighth grade.

Main Lesson Books – The students in the elementary grades supplement use of traditional textbooks by actively demonstrating their learning and understanding of the curriculum, adhering to strong constructivist principles where the children are involved in their own learning. The Main Lesson Book integrates listening, content, artistic skills, imagination, and deeply integrates the material in students’ own meaningful way.

Parent Participation – Parent participation is strongly encouraged. ROCS honors and encourages parent participation in many aspects of the Charter School’s operations. ROCS values parental input, and encourages and provides continuing parental education. Parents have the opportunity to serve on one of the three important councils - the Parent Council, Site Council, and the Charter Council.

High Support Level – Children will be fully supported by teachers, staff, and parent volunteers. The Charter School provides a low pupil to teacher ratio of 21:1 in kindergarten, 22-24 in 1st and 2nd grade, 26 in 3rd through 8th grades. Specialists from the community, volunteers, parents, and family members are invited into the classroom to share and assist in learning activities in which they are skilled. In a typical class, an average of 3 volunteers work an average of 5 hours per week assisting the class teacher in the classroom.

Peer and Cross-Age Interaction – The children support each other in many ways, including small-group learning, buddy reading classes, and peer tutoring. Activities with mixed-age grouping provide ample opportunities for older and younger children to interact, as well as children with similar and dissimilar abilities.

Self-esteem Development – The self-confidence of the child is fostered through a cooperative, non-competitive learning environment, where each child’s uniqueness is honored. Awareness and shared recognition of the children’s accomplishments, display of student work, performances, open houses, and many successful experiences promote self-esteem. Also, the staff was trained in a Social Inclusion model presented by Kim John Payne.

Special Events – Careful attention is given to the celebration of festivals and holidays, appropriately observing events within the school setting that recognize the world’s diversity of celebrations. ROCS strives to honor and represent the cultures of all students in the Charter School through festivals and celebrations.

Description of Curriculum Content

The curriculum follows the adopted Common Core State Standards in each academic discipline. Some concepts are introduced earlier and others later to correspond better with stages of child development.

Kindergarten

The ROCS kindergarten program is a developmentally appropriate, child-centered environment. This setting allows all the children the opportunity to reconstruct the world around them through play, social interaction, and group activities. Children do baking, gardening, singing, music, rhythmical gestures, movement, puppet shows, and play performances. The kindergarten curriculum is designed to enhance the young child's physical development, including motor skills, language development, and sensory development. The harmonious daily rhythms strengthen the child's sense of security, self-confidence, imagination, and creativity. Nature activities, festivals and seasonal rhythms connect the child to the world and nurture a sense of caring for the environment and for others. ROCS believes that kindergarten is a time to preserve childhood. The kindergartners' work is their play. Creative play prepares the child for a more structured academic curriculum.

ROCS will meet all Common Core State Standards (CCSS). However, because River Oak Charter School is a Steiner-inspired Charter School, state standards are addressed in an alternative sequence. The kindergarten program does not accomplish each of the CCSS for this age group because it is the Steiner-inspired philosophy that conceptual skills are most effectively taught after the child has turned six and that it unduly taxes the child to learn these skills any earlier.

Attached as Exhibit B is a public document that was organized by the Alliance for Public Waldorf Education* called "*Public Waldorf Schools and the Common Core Standards: The Alliance for Public Waldorf Education Recommendations for the Appropriate Placement of the Common Core Standards into Waldorf Inspired Programs – Part III*" which shows how Kindergarten – 8th grade curriculum at ROCS will align with the CCSS- K standards. As members of the Alliance for Public Waldorf Education, ROCS received a copy of the document which compares the structure and goals of the Steiner-inspired program with the academic content and student goals identified in the CCSS. It is designed as a practical tool for Steiner-inspired public schools as they examine the new CCSS and consider how, where, and when these standards best fit into their Steiner-inspired program.

Transitional Kindergarten

ROCS two-year Kindergarten Program includes Transitional Kindergarten aged students. Our two year program encompasses students who turn five years old from June 1 – December 2 inclusively.

In terms of differentiation of our curriculum, there is a greater focus on fine and gross motor development from the first to second year of kindergarten. There is more of a sense of responsibility placed on the child by the teachers because the children have had a chance to observe all of the skills being practiced for a year, so now they can put those skills into action. For example, generally a second year child can recognize patterns in the class, recall stories with more accuracy and complete tasks from start to finish. Their attention span is longer than the first year child so the second year child can work on projects that take a bit more time, i.e. sewing.

In addition to the above, there are areas of distinction used between a first year child who is transitioning into kindergarten and will spend another year in the class and one who is being prepared for first grade for the next year. All of the children in kindergarten are charted on a progress report. This form is used twice a year for both years (if the child is enrolled for both years). There is also a first grade readiness form which is only used for those going on to first grade. This form uses ten different areas to assess the child's readiness to go on to first grade. Some examples of these areas of differentiation include whether the child is able to tie their shoes, write their names, has appropriate pencil grip, or can do puppet plays or children's plays which develop in a sequential manner with clear speech and age-appropriate teamwork. Can they follow two or more given directions with accuracy and completion? Can they sit quietly during an oral presentation such as a story, folktale (with no props) or a puppet play? They are given more opportunities to practice these skills than are the younger children. They are also given a younger "buddy" to guide through their

kindergarten experience as well as "jobs" to do. Greater expectations are also placed on their ability to draw whereas the younger ones are given a more experiential approach. The older students are also expected to be able to move around the circle with more certainty and precision. Please see Exhibit E for a copy of our *Kindergarten Progress Report*.

[* *"The Alliance for Public Waldorf Education mission is to: promote and support the development of high quality public Waldorf education; strengthen the community of public schools inspired by Waldorf education; increase the visibility of Waldorf Education in the greater educational landscape; and, make Waldorf education accessible for all."* <http://www.allianceforpublicwaldorfeducation.org/our-mission/>]

Grades 1-8

The Common Core State Standards will be fully incorporated into grades 1-8, and when our students graduate after 8th grade, they surpass state standards. This is strictly monitored throughout the grades. The intention is to build a strong social foundation which is also instilled within a rich literature-, art- and music-based curriculum.

Teachers make great efforts to devise schedules that best reflect the way children learn at different developmental stages. The instruction immerses the child in a subject through presentation, storytelling, writing, reading, recitation, drama, painting, drawing, and movement. Writing is taught before reading and is first experienced through pictures, drawing, and movement. Nature stories told in the early grades evolve into more advanced scientific investigations of zoology, geology, astronomy, botany, chemistry, physics, physiology, and anatomy.

Reading and Writing – Letters are learned in the same way they originated in the course of human history. Early elementary students hear stories, draw pictures and discover the letter in the gesture of the picture. From these initial letters, the children's writing skills move into cursive writing and penmanship, punctuation and spelling, and a wide variety of compositional styles: essay, poetry, creative writing, short story, etc. The important early-reading skills integrated in songs, poems, and games help establish a joyful and living experience of language. Through the grades, texts taken from a rich humanities curriculum provide material for reading practice.

Mathematics – In the early elementary years, math instruction begins by teaching from the whole to the part. For example, a question might be "what is 12?" Possible answers may include: $12 = 3+9$, or $12 = 4 \times 3$, or $12 = 144/12$. This encourages flexible thinking and discourages the "one-right-answer" mode of thinking. Movement, stories, plays, manipulatives, and games are used to engage children in active learning. Mental math problem solving is emphasized throughout grades 1-8.

Humanities – The humanities curriculum acknowledges that the cultures of the past have influenced people throughout time and continue to influence the values and morals of today's world. Children learn about world cultures from an historical perspective. Fables are taught in grade two; farming, building, home-steading skills in grade three; Norse mythology, early Californian and Native American Cultural History in grade four; and the ancient cultures of India, Egypt, Persia, Mesopotamia, and Greece in grade five. By exposure to these cultures through their legends, literature, music, and arts, the children gain flexibility and an appreciation for the diversity of humankind. U.S. history, comparative government, and geography are brought to the student from 5th through 8th grade. Important biographies, mapmaking, timelines, and storytelling are essential methods of instruction. The performing arts curriculum is an integral part of these studies, culminating in an annual class play performance in 1st through 8th grades. By the close of 8th grade, the students will have journeyed from Greece and Rome, through medieval history, the Renaissance, the Reformation, the Age of Exploration, the Age of Reason, the Industrial Revolution, to modern history and the present day.

The Sciences – Science is taught in the lower grades through observation and experience of our natural environment. Through nature studies, gardening, and environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, students are taught botany, biology, geology, zoology, meteorology, astronomy, chemistry, physics, anatomy/physiology, and health/nutrition. The teacher sets up experiments and arranges field demonstrations that call upon the children to observe carefully, ponder, discuss, and write up scientific conclusions. Through the process, rigorous, independent thinking and sound judgment are developed.

Foreign Language – Foreign language is taught beginning in kindergarten, giving the children insight into and familiarity with another culture. Through the grades, the foreign language program expands to include reading, writing, grammar, conversation and cultural practices. Currently, Spanish is taught to all students in grades K-8. Additional languages such as German, French, Japanese, and Chinese are also introduced to the students as they apply to the curriculum and as instructors are available. Latin and Greek roots are introduced in the upper grades with the study of ancient cultures.

The Arts – Drama, painting, music, drawing, calligraphy, and modeling are integrated into the entire curriculum throughout the grades, including mathematics and the sciences. The arts are also offered as special subjects. In the 1st grade students are taught to play pentatonic flute and continue through 2nd grade. In the 3rd grade students learn the lyre, switching to the soprano recorder. All 4th grade students learn to play the violin and continue with the recorder. In 5th through 8th grade students move into intermediate or advanced strings, woodwinds or brass as well as play in recorder ensembles. Students work in the visual arts of watercolor painting and beeswax modeling in the lower grades. Upper grades continue advancing in watercolor painting and move into perspective and geometric drawing, clay modeling and sculpture, and works in charcoal and oil pastel.

Practical Work – Crafts, handwork, knitting, crochet, cross-stitch, spinning, weaving, dyeing, woodworking, house building, and gardening are an integral part of the curriculum from Kindergarten through the grades. Boys and girls learn to knit in 1st grade and crochet in 3rd grade, creating many functional and colorful objects. Activities such as woodworking, house building, gardening, and sewing are specifically included in the curriculum through the grades, giving children an understanding of how things come into being, and a respect for the creations of others.

Physical Education- River Oak will teach physical education a minimum of 200 minutes for each 10 consecutive school days. For example, in grade 8 the first 20 minutes of the day are spent doing calisthenics, stretching and movement; in addition, cooperative games are scheduled twice a week for 50 minutes. This provides a total of 400 minutes for a two week period. ROCS complies with state physical education instruction time requirements.

Other examples – Movement activities, dance, cooperative games, and other forms of creative physical expression are infused into the everyday curriculum. To the extent possible, classrooms and play yard space are organized to maximize the children's opportunities for movement and physical expression through games, circle-time activities, folk dances, sports, and physical education. Two commons rooms are available for indoor activities, and lines are painted on the playground asphalt to delineate numerous games spaces. The school leases land adjacent to the asphalt play yard space that includes a grass playing field and additional Kindergarten play space and garden. Each child is encouraged to recognize and rise to his/her individual physical potential.

Community Service

At ROCS, community service is both required and voluntary. In order to give each child a sense of his or her place in the community and to promote public service and the value of volunteerism, we make our community an extended classroom. Helping children develop the experience of human

society as an aspect of themselves gives our students the compassion and skills needed to make responsible decisions and take meaningful action in their lifelong roles as citizens of the world. Teachers integrate into the curriculum developmentally appropriate service learning. As the students provide service to the community, they develop a sense of personal respect, as well as a respect for the world around them. They learn and practice the skills of compassion, social responsibility and resourcefulness. They learn about the personal strengths in everyone, the importance of cooperation and teamwork, and they experience the joys of giving. For example: ROCS has an ongoing relationship with the neighboring Senior Center Adult Day Care program. Our students often visit our neighbor, sharing music and verse as well as parading through during “dress up” festivals.

The Charter School as a whole participates in Holiday food drives and creates food baskets or gives a timely donation of much needed funds to families in need. Also, year round donations are collected for the Food Bank. ROCS makes regular donations of lightly used clothing to the Goodwill as well as recycling serviceable furniture into the local neighborhood by offering unneeded items for free to nearby residents.

All 8th grade students are required to donate a minimum of 20 hours of community service and serve in many capacities in the community from working at Plowshares to helping with animals at the Humane Society. Since the value of community service has been emphasized all through the grades, often 8th graders choose an 8th grade project which reflects this awareness and dedication to community. Students have reached out to other cultures to communicate and raise funds (an orphanage in Africa, for example) to training and rehabilitating animals to facilitate their healthy adoption.

Environmentally-Conscious Curriculum – Through the everyday rhythms and routines, our school community helps to cultivate a sense of gratitude, respect and responsibility for self and all living things. ROCS strives to build an ecologically-informed community by focusing attention and care on the ecosystems in which our school and community are embedded. Through our work with nature, children learn about the interrelatedness of nature, self, and community, and pursue actions that are essential for sustaining our world. ROCS seeks to build a living connection to nature and the environment through gardening, planting, harvesting, preparing, and sharing foods grown on and off the school campus. Extensive vegetable gardens and fruit orchards are tended on campus by each grade. Recycling, school and community clean-up, and ecological restoration projects promote environmentally responsible habits.

Multicultural and Gender-Balanced Academic Content – This balance is integrated throughout the curriculum by means of biography, storytelling, history, crafts, art, music, the practice of seasonal and cultural celebrations, and through foreign languages as described above.

Curriculum Alignment with Student Performance Standards

The relationship between teacher and student, cultivated through the years, is essential to the child’s growth and progress and offers a unique perspective for evaluation. We have specific expectations of achievement for each grade level that reflect the child’s developmental stages. These expectations are listed below as well as indicated on each grade level report card (proficiency is considered 3 or above) and summarized on grade level syllabi and end of the year narratives. (*Exhibit E - Report Cards, Syllabi and Examples of End of the Year Narratives*)

Kindergarten

Math: One to one correspondence will be developed within the context of work and play. Counting will be done from story or song. Children will work with color and size differentiation, again within the context of their play. They will also have a basic understanding of simple addition through double digits.

Literature and Grammar: Children will be exposed to literature through fairy tales and folk tales from around the world presented orally and/or through puppet plays. They will also be involved in their own productions. The instructor, with appropriate movement and song as accompaniment, will also present narrative poetry and nature stories. Rhyming and alliteration will be emphasized through creative song.

Science: Nature stories, nature walks, gardening, basic understanding of the change of seasons, and days of the week.

Music: Singing, exposure to kinder-harps and the Choroi glockenspiel as well as simple percussion instruments, a broad presentation of songs throughout the history of this country and in a variety of different languages.

Art: Weekly watercolor painting, beeswax modeling, coloring, sewing, finger knitting, and various crafts, including woodworking.

Foreign Language: Spanish through songs, games, and stories. Songs also sung in Hebrew, Swahili, and German. Parents are encouraged to come into the class to offer songs in other languages as well.

Handwork: Finger knitting

History and Social Studies: Multicultural stories from around the world as well as discussions about the importance of family.

First Grade

Math: Qualities of numbers and introduction to the four operations of arithmetic: addition, subtraction, multiplication, division.

Literature & Grammar: Pictorial and phonetic introduction to letters, fairy tales from around the world, poetry recitation, word families.

Science: Nature stories, nature walks, observations, and gardening

Music: Singing, and pentatonic flute.

Art: Form drawing, watercolor painting, beeswax modeling, and crayon illustrations.

Foreign Language: Spanish through plays, songs, rhythms, and games.

Handwork: Knitting.

History and Social Studies: Multicultural stories

Second Grade

Math: Continue with four operations of arithmetic, story problems, counting by 2, 3, 4, and 5; begin multiplication tables.

Literature and Grammar: Elements of grammar (nouns, verbs, adjectives); cursive writing; animal fables, hero stories, and legends from around the world.

Science: Garden and nature studies; field observation.

Music: Singing, and pentatonic flute.

Art: Continue form drawing, watercolor painting, beeswax modeling.

Foreign Language: Spanish continued: plays, songs, poetry, games and simple conversation.

Handwork: Knitting patterns.

History and Social Studies: Multicultural stories.

Third Grade

Math: Higher multiplication tables, continue work with four processes, weights, measures, length, volume, money, time, and simple fractions.

Literature and Grammar: Elements of grammar (nouns, verbs, adjectives, prepositions, pronouns, conjunctions, and contractions), sentence structure, continuing cursive writing, punctuation, compositions, stories from ancient history, written reports, and oral presentations.

Science: Continuation of garden and nature studies (ecosystems).

Music: Singing, lyre, and pentatonic flute.

Art: Continue form drawing, watercolor painting, and beeswax modeling.
Foreign Language: Spanish continued: songs, plays, poetry, and conversation.
Handwork: Crochet, spinning, weaving, and dyeing
History and Social Studies: Study of practical life: farming, house building, clothing and cooking.

Fourth Grade

Math: Higher multiplication tables, four digit multiplication, long division, fractions, measurement, introduction to decimals.
Literature & Grammar: Elements of grammar, continuing cursive writing, punctuation, book reports, creative writing, writing strategies (paragraphs, central ideas, prewriting, drafting, revising, editing), narrative writing, response to literature, informative report writing, summary writing, Norse mythology, The Kalavala, historical novels, and Native American stories.
Science: Zoology and continuation of nature studies.
Music: Singing, violin, and recorder.
Art: Advanced form drawing, painting, and beeswax modeling.
Foreign Language: Spanish immersion (introduce basic grammar and verb conjugation).
Handwork: Cross-stitch and embroidery.
History & Social Studies: California and local history.
Geography: California and local geography, map making.

Fifth Grade

Math: Decimals, fractions, metric system, and introduction to geometry.
Literature and Grammar: Elements of grammar, continuing cursive writing, punctuation, organized compositions, Ancient culture myths (India, Mesopotamia, Persia, Egypt, and Greece), book reports, research reports, and presentations.
Science: Botany, garden and nature studies.
Music: Singing, recorder, strings, woodwinds, and brass.
Art: Calligraphy, watercolor painting, and clay modeling.
Foreign Language: Spanish continued (grammar, tense, and reading), Greek.
Handwork: Four-needle knitting (hats, socks, and mittens).
History and Social Studies: Ancient civilizations through Greek times.
Geography: American geography as related to vegetation, agriculture, culture, and economics.

Sixth Grade

Math: Algebra, ratios, proportions, and geometric drawing with instruments.
Literature and Grammar: Composition, grammar, spelling, biographies, and book reports.
Science: Mineralogy, geology, physics (acoustics, electricity, magnetism, optics, and heat), beginning astronomy, nature studies.
Music: Singing, recorder, strings, woodwinds, brass, and percussion.
Art: Calligraphy, watercolor painting, clay modeling, and woodwork.
Foreign Language: Spanish continued (grammar, reading, and writing), Latin.
Handwork: Hand-sewn animals and dolls.
History and Social Studies: Roman and Medieval history.
Geography: North America and South America.

Seventh Grade

Math: Algebra, mathematical thinking/theory, problem solving, and geometry.
Literature and Grammar: Creative writing, poetry, grammar, spelling, punctuation, classical literature, formal composition, and book reports.
Science: Physics (mechanics), anatomy/physiology (circulatory, respiratory, reproductive, and nervous systems), astronomy, inorganic chemistry, health/nutrition, and nature studies.

Music: Singing, recorder, strings, woodwinds, brass, and percussion.
Art: Calligraphy, clay modeling, watercolor painting, perspective drawing, and oil pastels.
Foreign Language: Spanish continued (conversation, short essays, grammar, and reading).
Handwork: Hand-sewn clothing.
History and Social Studies: end of the Middle Ages, the Age of Exploration, and the Renaissance.
Geography: Europe and Asia.
Technology: Computers introduced (research and word processing).

Eighth Grade

Math: Practical applications of arithmetic, algebra, geometry, and stereometry (volume).
Literature and Grammar: Creative writing, formal composition, grammar, spelling, short stories, poetry, and Shakespearean drama.
Science: Physics, organic chemistry, anatomy/physiology (muscular, skeletal, optical, and aural), meteorology, and nature studies.
Music: Singing, recorder, strings, woodwinds, brass, and percussion.
Art: Calligraphy, sculpture, painting, perspective drawing, charcoal drawing, portraits, oil pastels, and modern art.
Foreign Language: Continue in Spanish (practical conversation, grammar, reading, essay).
Handwork: Machine-sewn clothing.
History and Social Studies: Elizabethan England, world economics, the Age of Reason, the Industrial Revolution, and U.S. History to present.
Geography: Africa and world geography.

Students Who Are Low Achieving – Response to Intervention (RTI)

ROCS utilizes a systematic approach to closing the achievement gap by allocating multiple resources to academically low-achieving students. Students performing below grade level are identified as such, based on the results of several assessments and evaluations such as grades, health record, attendance history, IEPs or Section 504 plans, records of previous assessment and services, statewide assessment results (CAASPP), progress monitoring and diagnostic assessments, authentic assessments, and student work samples. Each fall, teachers administer assessments and screenings in the areas of reading, writing, and math which provide a meaningful snapshot of a student's performance and skill level. Teachers identify students who are struggling to stay at grade level throughout the year with on-going benchmark assessments in the area of reading (e.g. *San Diego Quick Assessment*, *Diagnostic Assessment of Reading (DAR)*, and *Enkwall Shankar Reading level tests*), and using *Bridges to Math*, *CPM*, *CA Glencoe Math*, and teacher created assessments in math.

Tier I Intervention—Educational Program

Firstly, to identify low achievers who are not meeting pupil outcomes and provide for early intervention, all students are assessed upon enrollment using a review of cumulative records including standardized test scores (e.g., CAASP, ELPAC), grades, health record, attendance history, IEPs or Section 504 plans, records of previous assessment and services, and anecdotal information. As needed, additional assessments will be administered. When information is unavailable or insufficient, the staff will administer the Wide Range Achievement Test ("WRAT") to assess student's grade level performance level in Reading, Math, and Spelling to gain an initial gauge of academic level.

All teachers instruct to the standards on a daily basis, all student work aligns to standards, and all students are able to describe what they are learning and why, reflecting on their learning. Students understand and articulate their academic progress during student-teacher conferences. All students performing below grade level may receive one or more strategic interventions. These interventions

may include communication with parents/guardians, increased paraprofessional support, peer tutoring, additional instructional time, flexible groupings and differentiated instruction.

Students in K-2 for whom formal test scores are not available, are assessed using both the formative and summative measurements mentioned above. Any K-2 student who falls below grade level standards in ELA and math is assisted using RTI strategies. Sensory integration exercises are also used, including but not limited to, jump rope, stilts, and teacher guided balance beam activities. In kindergarten, students are often helped in small groups with the help of parent volunteers in the classroom. Mandatory parent conferences for students who fall below grade level standards are held each semester to help parents better understand how to help their child at home.

The initial assessment is used to target and support areas in which the student needs intervention to achieve proficiency, initially in English/language arts and mathematics and subsequently in science and social studies. The petitioners believe that both the confidence and the motivation to learn begin by meeting the student at the current level of academic proficiency and then supporting academic challenges with effective learning strategies to engage her or his full potential. Initial and ongoing interventions for all students include, but are not limited to:

- small group and 1:1 instruction by the teacher and support staff tutoring in class
- supervised homework support every Wednesday (minimum day) for two hours
- after school tutoring by teachers in Math and Language Arts (20 weeks)
- leveled Math program in grades 4-8
- individual tutoring by the staff and student partners in class
- small group ELD support by ELPAC Coordinator
- small group support for underperforming students by Title 1 instructional assistant

Programs such as *Read Naturally*, *Explode the Code*, *Reach*, *Phonics for Reading*, are used to target specific skill needs for the above interventions. Other programs may be used to identify skill-specific intervention groups as warranted for specific standards-based instruction and assessment.

Tier II Intervention— Strategic Intervention

All students who are below grade level proficiency receive strategic intervention within the instructional day aimed at providing additional practice and skills development. Teachers provide small group instruction to these students based on very specific skill challenges. Ongoing benchmark and progress monitoring is used to adjust Tier I interventions and instructional time. Students receiving Tier II interventions may also be referred to the Student Study Team (SST).

Based on initial and ongoing assessment, all students will be identified for monitoring as follows:

- 1) student is succeeding without staff intervention; check progress mid-term
- 2) student is succeeding with some interventions; check progress three times/quarter
- 3) student is succeeding with significant interventions; check progress weekly
- 4) student is unlikely to be promoted even with significant interventions; ensure regular student-family-staff communication and planning; check progress weekly, and sometimes daily

Monitoring will be the direct responsibility of the teacher working with the student-family, administrator, and support staff. The administrator and support staff will have the responsibility for determining when additional intervention or increased monitoring is needed to ensure that low achieving students are receiving concerted support.

Tier III Intervention— Intensive Intervention:

All students who are below grade level proficiency and/or are not making adequate progress with Tier II strategic interventions, receive intensive intervention within the instructional day. Intensive intervention allows a student to receive explicit instruction which focuses on single skill development until student is deemed prepared and ready to move on. The following intensive interventions are also used to support and guide students toward academic proficiency:

- ✓ Specialized academic instructor, in addition to the classroom teacher, to support a student in a small group setting in the area of need
- ✓ Highly flexible groupings which reorganize students on a daily, weekly or monthly basis depending on the needs of the individual student
- ✓ Student Study Team evaluation and discussion to determine if a student would benefit from special education assessment and services.

Teachers at ROCS use differentiated instruction, SDAIE methods, and ESL strategies to meet the needs of all students in their classroom. A child having difficulty with academic material is given extra support by the teacher or by parents. After school tutoring is provided by certificated teachers one-two days per week for underperforming students. Each teacher uses the Pre-Referral Intervention Manual (PRIM) to implement modifications in their classroom for individual students and consults with the Resource Teacher for more interventions. In the upper grades, teachers are providing Math support through a leveled Math program that also incorporates after school tutoring, progress monitoring, and regular standardized testing. Math intervention programs may include but are not limited to: *Touch Math*, *Success with Math Coach*: CSL Associates, *Bridges Math*, and meeting weekly with a math specialist.

Through a strong student-teacher relationship that has developed from having the same teacher grade 1 to grade 8, a teacher will “know” each student’s specific needs and will be able to meet those needs accordingly through individualized assignments, benchmark assessments that measure CCSS and Steiner-inspired standards, which will be delineated on the report cards, and in consultation with special education professionals. To complement this method, strong parent involvement is encouraged at all grade levels, which is a hallmark of the charter school approach to learning. We also utilize the state approved Student Success Team (SST) process to target specific needs and assign specific goals.

Student Study Team

ROCS recognizes there are students who may need additional support within the classroom both academically and behaviorally. Before determining a students’ eligibility for special education services, teachers make best use of available resources within the general education classroom context. A Student Study Team (SST) model is used, to the maximum extent feasible under law and policy, to attempt to meet student needs within the regular instructional setting prior to referral for formal assessment for special education services.

The purpose of the SST is to discuss issues and concerns related to a students’ performance, identify intervention strategies which may help a student succeed, and monitor their progress to ensure learning and development. The team may suggest regular program interventions and/or support services available to all students. The SST referral process serves as a resource and first step before referring a student for formal assessment and eligibility of special education services. The SST consists of all or some of the following individuals; the student’s teacher, parent, Special Education Coordinator, Inclusion Specialist, School Psychologist, and Administrator, or designee.

An SST uses a systematic problem solving approach to assist students with concerns which are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student.

The SST process is a function of the general education program. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

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

The ROCS SST meeting shall include the following 12 steps:

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

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

Plan for Students Who Are High Achieving Academically

The essence of Steiner-inspired education is differentiated instruction to meet the unique needs of all children. It is our mission to engage and challenge all of our students to excel at the highest level of which they are capable. At ROCS, we consider students to be high achieving academically when they have any combination of: most recent standardized test scores at "advanced" in English-language arts or math, consistent high test scores on class tests, completion of bonus assignments given in class and completion of extra work/projects not assigned by the class teacher.

The process for identifying students who are academically high achieving is similar to the process for identifying academically low achieving students. Due to the personalized approach to learning at ROCS, academically high achieving students have multiple opportunities to do more advanced work and to excel at their individual pace. Academically high achieving students engage in classes and projects which are more challenging with accelerated levels of content and skills (i.e. *Honors Assignments*).

ROCS offers a continuum of approaches and options designed to meet a wide range of abilities, interests and learning styles. The following strategies are common practice at River Oak: differentiated writing assignments are given which include the expectation of more extensive vocabulary, longer assignments, open-ended questions and deeper explorations, opportunities to mentor other students, a yearly Haiku contest, student generated classroom newsletters and creation of an eighth grade literary magazine. All of these are combined to assess whether children are "exceeding year end standards".

In mathematics, gifted students are encouraged to find deeper applications, explore open-ended challenges through opportunities to mentor other students, Math Club which meets weekly, and *Math Counts* program and competition open to grades 6th-8th.

Other activities for high achieving students include but are not limited to: monthly book clubs, Pentathlon, Medieval Games, Science Fair, and field trips for botany, geology and history, and advanced handwork projects. These opportunities allow for high achieving students to progress in many other disciplines as well.

Instruction for high achieving students is adapted for their individual needs and allows for them to be more highly challenged in their studies. To ensure the continued success of high achieving students, *ROCS* believes that the teacher, parents, and student must maintain regular communication. Based on initial and ongoing assessment, all students will be identified for monitoring as follows:

- 1) student is succeeding and being appropriately challenged without staff intervention; check progress mid-term
- 2) student is succeeding and being appropriately challenged with some interventions; check progress three times/quarter
- 3) student is succeeding and being appropriately challenged with significant interventions; check progress weekly

Monitoring will be the direct responsibility of the classroom teacher working with the student-family and administrator. The teacher will have the responsibility for determining when additional intervention or increased monitoring is needed to ensure that high achieving students remain high achieving. The administrator, teacher and support staff will routinely reassess high achieving students to determine progress and involve parents in the process of supporting their children.

Plan for Special Education

As a public school of the UUSD for special education purposes, *ROCS* students shall receive special education and related services under the IDEIA pursuant to Education Code Section 47641 (b) and in accordance with Education Code Section 47646 and 20 United States Code 1413, *ROCS* will seek services from the UUSD for special education students enrolled in *ROCS* in the same manner as is provided to students in other UUSD schools. *ROCS* will follow UUSD and SELPA policies and procedures, and shall utilize UUSD SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. *ROCS* will comply with UUSD protocol as to the delineation of duties between UUSD's central office and the local school site in providing special education instruction and related services to identified pupils. *ROCS* proposes (subject to UUSD agreement) an annual meeting between the *ROCS* and UUSD to review special education policies, procedures, protocols, and forms of UUSD and the SELPA and UUSD protocol, in order to ensure that *ROCS* and UUSD have an ongoing mutual understanding of UUSD protocol and will facilitate ongoing compliance.

If a student enrolls or transfers to *ROCS* with a current IEP from outside of the District, it shall be Charter School's responsibility to notify the District's Director of Special Education immediately. *ROCS* will have the family sign a "30 Day Placement" form. During the 30 days, the District and *ROCS* will discuss the student's delivery of special education services. *ROCS* will follow special education law relevant to interim IEP placements for students transferring in from within the SELPA and from other SELPAs and from out of state, as detailed in Section 56325 of the Education Code. *ROCS* should contact the District's Director of Special Education if they have any questions regarding provision of a comparable placement.

If a parent of a student identified as having special needs elects not to receive services, educational and related services offered in an IEP, the *ROCS* parent will so signify by checking the appropriate place on the IEP form and indicating in writing that the parent is either not consenting to the initial

provision of special education and related services or is revoking consent to special education and related services. The offer of services by the District and ROCS shall be in writing prior to this decision by the parent. ROCS will follow all requirements with regard to denial or revocation of consent for special education, including sending of the appropriate prior written notice.

ROCS instructor(s) and administrator (or designee) will participate in all initial, annual, tri-annual and any specially called meetings on any special education student enrolled at ROCS.

An MOU has been developed between UUSD and ROCS which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of ROCS. We envision an ideal relationship for special education to follow the language and intent of Education code section 47646 and 20 United States Code Section 1413 as follows:

- UUSD retains the special education funds for the students of ROCS.
- UUSD provides services ROCS students in the same manner as other students of UUSD.
- ROCS pays UUSD, a pro-rata share of the overall UUSD encroachment for special education

However, ROCS is willing to consider and discuss any UUSD alternatives to this proposal.

ROCS will continue to comply with all provisions of applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education ("FAPE") be provided to, individuals with exceptional needs in keeping with the Individuals with Disabilities Education Act ("IDEIA"), the Americans with Disabilities Act ("ADA"), Section 504 of the Rehabilitation Act of 1973, and the Mendocino County SELPA plan. ROCS shall be solely responsible for its compliance with Section 504 and the ADA. Facilities shall be accessible for all students with disabilities.

The petitioners recognize that ROCS is responsible for ensuring IDEIA compliance. The petitioners have a six-point plan for special education students.

1. The petitioners intend that ROCS not be an LEA for the purposes of special education until such time as the Charter Council deems otherwise. It is the foundation of this plan that ROCS and the charter-authorizing agency continue to jointly fulfill the requirements of Education Code §47640 and §47641 and all other applicable requirements through a mutually agreed upon written memorandum of understanding ("MOU" based on current practice including ROCS responsibility to refer, assess, instruct, ensure due process, contribute and pay for actual and excess costs including encroachment as delineated in the MOU with UUSD.
2. The petitioners intend to insure compliance with all phases of special education including: referral, assessment and identification, and services to insure that federal IDEA mandates are followed. ROCS will provide a program that is designed to meet the student's unique educational needs, provides reasonable educational benefit, is in conformity with the student's IEP, and is the least restrictive environment. Strategies for academically low achieving students such as tutoring will be included in this program of services.
3. The petitioners intend to maintain an agreement between the Charter School and the charter-authorizing or other appropriate agency's special education personnel, to clearly delineate the Charter School's roles and responsibilities for the operation of special education programs and establish the charter-authorizing agency as the LEA for special education purposes.
4. ROCS staff will work with the charter-authorizing agency staff to ensure the coordination of all phases of the IEP process (i.e., meeting notices, IEP development; implementation, and monitoring) for all students referred and/or identified for special education; and work with agency staff to monitor IEPs for compliance as required to meet state mandates.

5. ROCS staff will work with all families to identify the needs of exceptional students attending ROCS. Using parent disclosure and review of the cumulative file by ROCS staff, information about incoming previously identified students with IEPs will be forwarded to the agency's special education staff so that an educational plan may be implemented. ROCS will utilize present levels of performance and IEP team goals as tools to support the achievement of special education students. Students transitioning from outside the local SELPA will have an IEP meeting within thirty calendar days of enrollment to review the appropriateness of the placement, program and services. The strategies that ROCS will utilize to serve a special education student in a Steiner-inspired program shall include but not be limited to the following: implementation of accommodations established by the Student Study Team, skill-specific tutoring (provided by a resource specialist or through the general education providers as specified in the IEP), parent consultation and provision of resources for home use, and increased use of manipulative materials.
6. Finally, the petitioners recognize the duty to identify, locate, and assess students who may require special education and designated instruction and services. In keeping with IDEA's "child find" provision, students whose needs emerge after enrollment at ROCS will be referred to a Student Study Team (SST) for monitoring, accommodation, and follow-up. It is the goal of the SST to use general education modifications and accommodations. All parent requests for special education testing or placement will be forwarded to the special education staff as well as the information recorded by the SST regarding regular education efforts to address the student's needs. Transition plans for students who are leaving ROCS will be overseen by UUSD special education staff and, in the case of in-district students, will be monitored by UUSD.

Student Interventions

ROCS provides a comprehensive student intervention program. Interventions begin with the classroom teacher who is responsible for the ongoing assessment of student progress. Classroom teachers are also responsible for the identification, based on multiple measurements of students requiring additional support.

Current Practices in Special Education at River Oak Charter School

For special education services, we currently have 1.0 FTE RST; 0.2 FTE School Psychologist; 0.2 FTE Speech Therapist; and one RS Assistant.

Section 504 of the Rehabilitation Act

In March of 2019, ROCS staff received a training by the school's legal counsel called "*Introduction into Special Education and Section 504; Legal Obligations and Pitfalls*".

ROCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation in, 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 Administrator 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 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 evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include

consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general 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 parents or guardians of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education. 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 lessons plans for short-term substitutes and that he/she reviews 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.

Plan for English Learners

Overview

The linguistically and culturally rich curriculum at River Oak Charter School meshes very effectively with the new California ELD standards and provides students with daily, continuous opportunities to learn English and have access to content areas.

ROCS shares the goal of the California ELD Standards released in 2013 that states:

“English Learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English Learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

ROCS will meet all applicable legal requirements for English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, EL and core

content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey (HLS)

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

ELPAC Testing

All students who indicate that their home language is other than English will be tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

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

Assessments

ROCS will identify, assess and report all students who have a primary language other than English, using the following guidelines:

- A home language survey (HLS) is used at the time of initial enrollment to determine the student's primary language.
- Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, will be assessed for English proficiency by means of the English Language Proficiency Assessment of California (ELPAC). The assessment will be conducted following all of the publisher's instructions.
- Each English learner will be assessed in the primary language within 90 days of the date of the pupil's initial enrollment using the IPT – Oral Language Proficiency Test.
- Parents/guardians of English learners and fluent English-proficient students will be notified of their child's initial English-language and primary-language proficiency assessment results and program placement.
- Each English learner is annually assessed for English language development proficiency using the ELPAC and for academic progress.
- The English language proficiency of all currently enrolled English learners shall be assessed by administering the test during the annual assessment window.
- Parents/guardians of English learners will be notified annually of their child's English-language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

English Language Learners and Core Instruction

ROCS believes that all English Learners students who are not proficient in the English language need every opportunity to be able to become proficient in the areas of listening, speaking, reading, and writing within a reasonable period of time and to achieve language proficiency as rapidly and as effectively as possible to meet the academic standards in core subjects. ROCS also believes that students should engage deeply with written and spoken language in a way that allows them to be included in all class activities and lessons, fosters a deep appreciation of language, and honors their home language and culture

ROCS staff will use the Home Language Survey, the CAASPP score on English-Language Arts, English Language Proficiency Assessments for California (ELPAC), teacher evaluation of student

academic performance, grades/scores on standards based report cards, and parent opinion to identify, assess and track the progress of EL students toward full proficiency in English and/or other required assessments according to the legal guidelines to identify areas of deficiency so staff can develop and implement effective educational strategies. All English Learners are entered into a database and the administrative staff follows up with all teachers to ensure that EL students are identified and receive targeted instruction in English language development on a daily basis. ROCS will test EL students annually until they are reclassified.

English Learners will be explicitly and comprehensively taught the English language skills necessary to have access to the core curriculum and will be taught using the Specially Designed Academic Instruction in English (SDAIE) model, the Sheltered Instruction Observation Protocol (SIOP) model and the Cognitive Academic Language Learning Approach (CALLA) model. All faculty at ROCS are highly qualified, under state and federal laws, to teach the specifics of such instruction to our EL students. All teachers have obtained a CLAD or BCLAD certificate or endorsement and undergo continuous professional development related to effectively teaching English Learners.

Strategies for English Learner Instruction and Intervention

Each year *approximately* 10% of ROCS students are English learners. In accordance with the State timeline, we transitioned from CELDT to ELPAC in 2016–2017.

We administered the diagnostic portion of the ELPAC to kindergarten students and those new to the California education system beginning fall of 2015, and then administered the ELPAC summative test to all other ELs in the spring of 2016.

ROCS is dedicated to providing our ELs with an exceptional education and transitioning them into English proficiency as soon as possible.

The instructional program for ROCS is designed to promote academic language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs in the following ways:

- EL Students in grades K-3 will use the *Reach* ELD curriculum. This program uses selected multi-cultural texts, rich in visual input, to teach and reinforce academic language, idioms, grammar, and everyday English. It is our goal that students who enter ROCS in Kindergarten will be reclassified as FEP by the beginning of Fourth Grade.
- Students in grades 4-8 will receive multi-tiered language support designed to provide access to content areas and explicitly teach English. Classroom teachers and ELD staff will collaborate to design and implement effective intervention. Interventions for long term ELs include small group instruction in English, bilingual Assistant support with reading and projects, after school tutoring in Language Arts and modification of classroom assignments,
- EL students will be provided with access and exposure to a varied and extremely rich English whole language experience that includes reading, writing, listening, and speaking.
- Teachers will set English Language Development goals using the state adopted ELD standards for individual students based on their current ability levels.
- Students will receive daily English language development, according to the English language proficiency levels as identified by ELPAC testing, classroom assessments, and the results of the CAASPP test.
- Academic language will be explicitly taught so that students have the key language skills to understand and learn the curriculum in all content areas.
- EL students will receive small group and individual instruction to foster English language development.
- Students will continuously use cooperative learning activities, working with students of varied language proficiencies, so that EL's may work within their Zone of Proximal Development to maximize English skills and content learning.

- Students will make oral presentations and written reports in all content areas, providing each student with meaningful opportunities to develop and use their English skills to demonstrate their understanding of the content.
- EL Students will collaborate with native English speakers for group performances and reports, working with students of varied language abilities, providing them with further genuine and meaning opportunities to develop and practice their acquired English skills.
- Students will be provided with learning opportunities in physical education and performing arts, allowing them to learn language skills using multiple modalities.
- EL students will engage in full immersion in large group direct academic instruction and small group and partner tutoring that focuses on language gaps in the content areas;
- Students will be provided academic tutoring focused on the key academic language necessary to access and learn the curriculum content.
- Bilingual staff members will provide native language clarification of academic language for students whose native language is Spanish
- Student families are provided with opportunities to support their children's English language acquisition through the strong learning community among the faculty, staff and parents at ROCS.

EL students who need additional support receive supplemental small-group and individual tutoring in the classroom and during afterschool tutoring with the teacher and/or bilingual Assistants. In 2014-15, ROCS will implement the *Reach* ELD program in grades K-3.

Teacher Qualifications and Training

Teachers who work with EL students will be recruited, trained, assigned, and assisted to support EL students. Staff will participate in quality professional development activities to remain current on strategies that work for English Learners. The focus of professional development will be to increase the use of curriculum, assessment, and instructional strategies that enhance EL students' achievement. The charter school has fully qualified, appropriately credentialed staff members, who are prepared to provide quality service to EL students.

Teachers of EL students have been trained to use appropriate differentiated instruction to reach all levels of English proficiency in accordance with federal law. The faculty at ROCS receives ongoing training in ELD strategies at faculty meetings and in-services. Teachers assigned to provide English language development and SDAIE are highly qualified and appropriately authorized. Teachers of EL students monitor their student's English acquisition progress using individualized classroom assessments, state testing results, CEDLT test results, daily evaluation of student's written and oral work and analysis of anecdotal records. Teachers of EL students employ dynamic and varied English language acquisition strategies that include, but are not limited to:

- Chants, poems and songs
- Use of regalia to insure comprehensible input
- Guided preview of key academic language
- Cooperative learning, using strategies such as jigsaw, think-pair-share, and partner work
- Drawing upon and activating student's background knowledge
- Educating parents through continuous communication at parent nights and through school correspondence (in English and Spanish)
- Language games
- Movement activities that foster academic language acquisition
- Providing a print rich environment
- Providing access to rich and varied oral and written language

- Allowing students to use graphic organizers that highlight key academic vocabulary
- Providing modified assessment for students at low English proficiency levels
- Providing a curriculum that is rich in visual images, insuring that input is comprehensible
- Culturally relevant texts
- Support in the student's home language for Spanish speakers

Reclassification to Fluent English Proficiency Status

ROCS will use State Board of Education identified criteria to determine Fluent English Proficiency ("FEP") for ELs consistent with legal requirements regarding standardized testing and other required assessments. In addition, ROCS will monitor reclassified students for at least three years from their reclassification date to ensure their continued academic success.

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

- *Annual ELPAC Scores*
Overall performance of 4 or 5 with skill area scores of 3 or higher in Listening and Speaking
- *Teacher Evaluation and Parent Consultation*
Language Appraisal Team, including teachers, support staff, and parents or guardians deem that the student has obtained the English Skills necessary to be successful in all content areas.
- *Progress Report*
Marks of 3 or 4 in English Language Arts areas of reports cards; C or higher in the upper grades
- *Grade-Level Benchmarks*
Met benchmark goals on three consecutive English Language Arts periodic assessments
- *CAASPP Test Results*
Scores in English Language Arts at Proficient or Advanced level for two consecutive years

Post-reclassification monitoring

Students who have been reclassified as FEP will be monitored for three consecutive years by the classroom teacher and CEDLT coordinator. Parents will be notified of their child's progress.

Students who fall behind the FEP benchmark will be identified, and additional support such as individual tutoring and small group instruction will be provided to assure that the student continues to have the necessary language skills to advance in all content areas. Support will be provided to students if ELA CAASPP scores fall below basic; writing falls below proficient; or if any other core subject grade is less than proficient.

Monitoring and Evaluation of Program Effectiveness

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

Adequate Yearly Progress- River Oak Charter School will adhere to the adopted academic benchmarks by: 1) language proficiency level, and 2) years-in-program, to determine adequate yearly progress. ELs demonstrate progress from year to year according to the following criteria:

- Students at Beginning, Early Intermediate, and Intermediate will improve one level each year on ELPAC testing.
- Students at Early Advanced and Advanced, with some subtests lower than intermediate, will improve subtests to Intermediate or above.

ROCS staff will maintain in the pupil's permanent record documentation of the following:

- Language and academic performance assessments
- Participants in the reclassification process
- Decision regarding reclassification

B: MEASURABLE PUPIL OUTCOMES AND METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Education Code Section 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).

ROCS key pupil outcomes (goals) are listed in a table on page 63 called, “Key Pupil Outcomes and Multiple Assessments” and they address the following academic and non-academic areas of our educational program:

- English Language Arts
- Mathematics
- Science
- History
- Social Studies
- Geography
- Foreign Language
- Visual and Performance Arts
- Lifelong Learning Skills
- Physical Education
- Social Interpersonal Skills
- Creative Critical Thinkers
- World Citizens
- Contributors to the Community
- Self-Expressive Communicators
- Healthy Individuals

A. MEASURABLE PUPIL OUTCOMES

River Oak Charter School meets all statewide standards and conducts the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute and student assessments applicable to students in non-charter public schools.

One of our goals is to create a school that motivates and assists all students in meeting proficiency on state academic standards. We ensure alignment of the curriculum in order to facilitate success for all students in meeting the requirements of state-mandated standardized testing. These standards serve as a guide in developing school goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions.

ROCS is committed to ensuring all students develop and progress along three educational domains: academic excellence, social emotional wellbeing, and social responsibility. These learning outcomes are aligned with the California Common Core State Standards (CA CCSS) and directly reflect the school’s unique Steiner-inspired educational program. These outcomes represent the skills, knowledge, and qualities students will demonstrate at developmentally appropriate levels.

In order to best serve our students and community, ROCS will remain responsive to changes in standards, by reviewing and updating these outcomes and assessment methods as needed.

The CA CCSS and assessments for students with exceptional needs or limited English proficiency are adapted appropriately according to their Individualized Education Plans (IEP) and/or English language proficiency levels.

B. AUTHENTIC ASSESSMENT METHODS AND TOOLS

ROCS will utilize a wide variety of authentic assessment methods in order to accurately determine if students are meeting the Charter School's stated performance standards and their own individual potential.

ROCS acknowledges overall school performance is a reflection of the cumulative success of individual students. With consistent progress and improved school performance, the unique school design strives to significantly improve learning for all its students, including all subgroups, in all areas: academically, emotionally, and socially. Continuous assessments and evaluations ensure teachers monitor students' learning, achievement and proficiency of content at their respective grade levels and ensure students meet the high academic standards set for all students. Assessments are also used to encourage students to do their personal best and show their own growth throughout the learning process. Students are acquainted with exemplary work and have an understanding of what their aspirations should be for any given task, activity, or project. The assessment process relies on collaboration between teacher, student and parent. The teacher determines a child's individual learning needs using ongoing assessments; students document their own learning through a variety of self-assessment methods; and parents support their child by maintaining communication with their child's teacher. Through this process, all stakeholders are responsible for helping students achieve success throughout the school year. Assessments support and guide instructional practices, the learning process, and help students achieve mastery of content. It is a tool to recognize accomplishment and certify knowledge and understanding has been gained. Assessment also calls attention to those areas where understanding is still incomplete and enables teachers, students and parents to focus their efforts accordingly. Assessments are grounded in the standards presented by the CA CCSS, and inform all areas of instruction.

ROCS utilizes both formative and summative assessments of student learning including, but not limited to:

- California Assessment of Student Performance and Progress (CAASPP): One measure of academic achievement is the state mandated standardized tests, as mandated by charter school legislation and state law; ROCS will continue to comply with the required state assessments as defined by Education Code 47605(c)(1).
- Physical Fitness Test (PFT): Measures the physical fitness of 5th and 7th graders in six state identified areas.
- Report Cards: CA CCSS /Steiner-inspired aligned Semester Report Cards (benchmark standards). Students in grades 1-8 are evaluated based on their completion and understanding of state determined standards as well as Steiner-inspired curriculum standards.
- Unit Assessments: Upon culmination of a content unit, teachers use locally developed assessments to assess students' learning and mastery of content.
- Portfolio Review: Prepared throughout the year to include teacher and student selected samples of students' work (main lesson books, practice papers, written work and reports, artwork) Portfolios are scored based on completion – all components included; evident progress; neatness; peer review

- Benchmark Assessments: Common Core aligned assessments and related resources used to evaluate students' reading and comprehension ability that is aligned to leveled literacy.
- End-of-the-Year Final Report: Prepared and provided to parents at the end of each school year for each child, based on year-long teacher observation; Main Lesson Books; test/quiz scores; reports (both written and oral); attendance; participation; classroom and playground conduct to include
- Parent-Teacher Conferences: Prepared once per year for grades 2-8; twice per year for K-1 and new ROCS students in other grades; or more as dictated by individual circumstances to include a report of the child's academic and social progress. Parents, teachers or students may request additional conferences.
- Oral Recitations, Presentations, Reports, Performances, Exhibits, and Demonstrations: Occurring regularly, by both individuals and groups. Scored using a teacher generated rubric by peers and classroom teacher.
- Completed student projects: Both individual and group projects will be documented. A sample of these completed projects will be shown at school-wide events. Scored using teacher generated rubric.
- Ongoing Teacher Assessments: Records of each student's growth and development will be maintained, to include information regarding individual growth and development and ongoing academic progress. Assessments include quizzes, tests, Main Lesson Books, oral and written presentations.
- English Language Development folders: For EL students, a folder containing ELPAC scores, statewide assessment scores, student report cards, and grade-level English Language Development Standards aligned assessments are maintained. Teachers use this information track students' ELD progress and determine when a student is eligible for reclassification.
- Teacher Observations: Teachers keep anecdotal records to document observations made of student's work habits and milestones.
- Self-Assessments and Reflections: Self-assessments enable students to rate their performance on a given assignment or project and help them identify their own skills and working habits.
- Public/School-wide Assembly and/or Open House: Prepared several times a year, during which student work will be exhibited and samples of the class work will be demonstrated. UUSD Trustees, administrators, teachers, families and the general public are invited to attend these events.

Academic Achievement During the Current Charter Period

2014/15-2018/19 Summary Reports

ROCS recognizes that differences in the educational program and curriculum sequence may be reflected in test score variations in specific areas of the state standardized test in the early years of the program. However, historically we have seen that as students' progress towards the exit outcomes, these variations will diminish or disappear. ROCS does not expect significant variation in test scores of students who have passed the primary grades. By the completion of eighth grade, ROCS students will receive a curriculum and instructional program aligned to the state's content standards and meet statewide performance standards as measured by a score of "3 – Standard Met" or "4 – Standard Exceeded" on CAASPP in English/Language Arts (ELA) and Mathematics.

The CAASPP results during the current charter period (2014-2018) were:

School Year	2014-15	2015-16	2016-17	2017-18	2018-2019
	% Proficient Level 3/4	% Proficient Level 3/4	% Proficient Level 3/4	% Proficient Level 3/4	% proficient Level
English Language Arts	46	50	45	40	33
Math	26	36	33	27	22

Comparative Academic Achievement During the Current Charter Period

The CAASPP results below indicate the academic performance of River Oak Charter School students as compared to schools in our local district, Ukiah Unified School District (UUSD).

CAASPP English Language Arts (ELA) Summary Report

All Students	<i>% Proficient – Level 3 + Level 4</i>			
School Years	2014-15	2015-16	2016-17	2017-18
River Oak	46	50	45	40
Calpella Elementary	18	33	21	25
Grace Hudson Elementary	24	35	25	39
Nokomis Elementary	15	19	19	19
Oak Manor Elementary	24	32	23	28
Yokayo Elementary	31	28	28	23
Zeek (Frank) Elementary	35	42	37	36
Eagle Peak Middle	21	29	29	37
Pomolita Middle	31	36	38	37
DISTRICT AVERAGE	30	34	34	34

CAASPP Math Summary Report

All Students	<i>% Proficient – Level 3 + Level 4</i>			
School Years	2014-15	2015-16	2016-17	2017-18
River Oak	26	36	33	27
Calpella Elementary	15	35	36	34
Grace Hudson Elementary	14	24	24	39
Nokomis Elementary	12	16	15	14
Oak Manor Elementary	14	19	18	20
Yokayo Elementary	20	28	21	23
Zeek (Frank) Elementary	29	32	34	26
Eagle Peak Middle	19	17	15	19
Pomolita Middle	20	20	20	24
DISTRICT AVERAGE	18	21	23	23

Significant Subgroup Comparative Academic Achievement

During the Charter Period

The CAASPP results below indicate the academic performance of River Oak Charter School's significant subgroup, Economically Disadvantaged, as compared to the same significant subgroup in schools in UUSD:

ECONOMICALLY DISADVANTAGED SUBGROUP

CAASPP English Language Arts (ELA)	<i>% Proficient – Level 3 + Level 4</i>			
School Years	2014-15	2015-16	2016-17	2017-18
River Oak	41	42	50	35
Calpella Elementary	13	25	17	22
Grace Hudson Elementary	12	24	13	28
Nokomis Elementary	13	17	19	17
Oak Manor Elementary	24	29	22	28
Yokayo Elementary	23	22	22	18
Zeek (Frank) Elementary	32	34	35	31
Eagle Peak Middle	15	24	20	27
Pomolita Middle	21	29	29	23
DISTRICT AVERAGE	22	27	26	27

CAASPP Math	<i>% Proficient – Level 3 + Level 4</i>			
School Years	2014-15	2015-16	2016-17	2017-18
River Oak	20	26	29	18
Calpella Elementary	10	29	31	31
Grace Hudson Elementary	7	13	14	32
Nokomis Elementary	9	12	13	13
Oak Manor Elementary	13	16	17	20
Yokayo Elementary	15	22	15	17
Zeek (Frank) Elementary	25	26	31	22
Eagle Peak Middle	15	13	10	12
Pomolita Middle	14	12	17	15
DISTRICT AVERAGE	14	16	17	18

California Science Test (CAST)

The California Science Test (CAST) is part of California's state testing program called the California Assessment of Student Performance and Progress (CAASPP). Currently under development, the CAST will be field-tested in 2017–18 and administered operationally in 2018–19. The CAST measures what students know and can do using the California Next Generation Science Standards (CA NGSS), which focus on understanding the concepts across such scientific areas as life science, earth and space science, and physical science. These standards use disciplinary core ideas, science and engineering practices, and cross-cutting concepts to help students understand how science works in the natural world. All local educational agencies (LEAs) with eligible students in grades five and eight will administer a pilot CAST that will only be administered online. Students will not receive scores for the pilot test.

C. CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES

EDUCATIONAL PROGRAM	
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 ROCS annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.</p> <p>Local Control Accountability Plan (“LCAP”)</p> <p>ROCS is subject to the provisions of the “Every Student Succeeds Act” as applicable to charter schools. Under this federal law, local educational agencies, including direct funded charter schools, are required to submit the LCAP Federal Addendum in order to access federal funds and update the plan yearly based on the analysis of student performance on the statewide assessments. The yearly update to the LCAP Federal Addendum shall be submitted to the District each year. A consolidated application must also be on file with CDE. ROCS administrator is responsible for the LCAP Federal Addendum and the consolidated application. The Charter Council shall review the plan prior to its submission to the District.</p> <p>On June 17, 2019, ROCS Charter Council adopted a LCAP for the period July 1, 2019 – June 30, 2022. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, ROCS shall update the LCAP, including the goals and annual actions identified below. ROCS shall submit the LCAP Federal Addendum to its authorizer (UUSD) and the Mendocino County Office of Education (MCOE) annually on or before December 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained at the school site.</p> <p>Since each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the priorities are separated into “subpriorities.”</p>	
<p>State Priority # 1 – Basic Services</p> <p>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</p>	
Subpriority A - Teachers	
GOAL TO ACHIEVE SUBPRIORITY	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 and 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; Business 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, and will be appropriately assigned
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 School Accountability Report Card; Monthly verification reported to authorizing agency
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 this charter petition0
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition Curriculum and instructional materials will be reviewed annually and reported on School Accountability Report Card
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	Administrator and faculty review all instructional materials before purchase pursuant to E.C. § 60119
Subpriority C – Facilities	
GOAL TO ACHIEVE SUBPRIORITY	School facilities will be clean, safe and maintained in good repair
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Daily cleaning 2. Work with our maintenance team to maintain facility 3. Annual facility inspections to screen for safety hazards 4. Periodic risk management inspections by our risk management and insurance company, <i>Charter Safe</i>.
MEASURABLE OUTCOME	<ol style="list-style-type: none"> 1. Daily cleaning will be monitored 2. Annually, 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified required correction will be corrected within three months 3. Risk management suggestions will be addressed in a timely manner based on identified priority
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> - Daily cleanliness spot checks by administrative staff will ensure appropriate cleanliness -Monthly facility inspection by school’s maintenance team - Annual Facility Inspection Reports, Risk Management Reports, School Accountability Report

State Priority # 2 – Basic Services – 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	Teachers will participate in annual professional development on the implementation of Common Core State Standards and the use of aligned instructional materials
ACTIONS TO ACHIEVE GOAL	Identify and participate in professional development and trainings on the CA CCSS
MEASURABLE OUTCOME	Annually, teachers will participate in at least five hours of Professional Development and trainings in CA CCSS and follow through with CCSS implementation in their classroom.
METHODS OF MEASUREMENT	Professional development agendas, grade level meeting notes, classroom observation data

Subpriority B – EL Students & Academic Content Knowledge

GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CA CCSS
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support; The progress of English Learner mastery of CCSS will be monitored through explicit disaggregation of EL data
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through implementation of the CCSS
METHODS OF MEASUREMENT	EL performance on CAASPP assessments, ELPAC assessments, standards aligned benchmark assessments, Professional Development agendas, teacher assessments; annual report cards

Subpriority C – EL Students & English Language Proficiency

GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain English language proficiency through the implementation of an ELD curriculum such as <i>Reach</i> and related instructional strategies for CCSS implementation
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ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. EL specific instructional strategies will be incorporated into CCSS professional development 2. The progress of English Learner language proficiency will be monitored through explicit disaggregation of EL data 3. EL students will receive English Learner specific instructional support
MEASURABLE OUTCOME	100% EL students will reach English language proficiency within five years of initial classification as English learner through the implementation of the CA CCSS, and ELD curriculum and related instructional strategies
METHODS OF MEASUREMENT	Student performance on ELPAC Assessment, ELD curriculum assessments, ELD folder and reclassification documentation

State Priority # 3 – Parental Involvement

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

Subpriority A – Achieving/Maintaining Parental Involvement

GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on Charter Council (ROCS Board of Trustees), Parent Council, and the School Site Council, Parent Nights
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Actively engage parents to fill open seats 2. Appreciate parents at the annual <i>Parent Appreciation Tea</i>
MEASURABLE OUTCOME	Three (3) parents will serve on Charter Council, 10 parents on Parent Council, and three (3) parents on the School Site Council as parity representation to staff members
METHODS OF MEASUREMENT	Charter Council, Parent Council, and Site Council, Parent Night meeting agendas and minutes identify Parent Members participation/involvement, attendance logs for Parent Nights

Subpriority B – Promoting Parent Participation

GOAL TO ACHIEVE SUBPRIORITY	Solicit parent input and work closely with the Parent Council to promote parent involvement regarding issues of importance at the school.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Hold informational and advisory meetings, as needed 2. Survey parents 3. Invite parent participation through monthly news blog, ROCS Facebook account, monthly parent nights, weekly classroom newsletters, school's quarterly newsletter 4. Staff representation at parent group meetings to solicit parent input

MEASURABLE OUTCOME	<ol style="list-style-type: none"> 1. Annual Parent Satisfaction survey measures level of parent participation 2. Volunteer log to track parent participation
METHODS OF MEASUREMENT	<ol style="list-style-type: none"> 1. Meeting notices and agendas 2. Survey results 3. Meeting communications
Subpriority C – Use Technology to Connect	
GOAL TO ACHIEVE SUBPRIORITY	Use technology to make teachers and administrators more accessible to parents by improving two-way communication between home and school
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Provide parents with timely school information via a mass notification system that includes options like phone calls, email and texting (<i>One Call Now</i>) 2. Teachers will provide parents with class information via a classroom web page or through another electronic method 3. Upper grades using <i>Aeries Grades</i> program to provide parents with online access to student grades 4. Monthly news blog sent electronically, quarterly newsletter 5. School website
MEASURABLE OUTCOME	<ol style="list-style-type: none"> 1. 100% of parents with phones or email accounts who have the option to receive timely school information via our mass notification system <i>School Reach</i> will participate 2. 100% of teachers will provide parents with class information via a classroom web page or through other electronic methods such as email and texting
METHODS OF MEASUREMENT	<ol style="list-style-type: none"> 1. System usage statistics 2. Annual satisfaction survey 3. <i>Aeries Grades</i> parent access and usage statistics from program site
Subpriority D – Community Events	
GOAL TO ACHIEVE SUBPRIORITY	Hold community events annually that provide opportunities for parents to interact with their children’s teachers, learn strategies to support their child’s success, and opportunities for families to build community through socialization
ACTIONS TO ACHIEVE GOAL	Plan and communicate at least five (5) school community events throughout the academic year
MEASURABLE OUTCOME	The number of events held annually (i.e. Festival of Courage, May Faire, Parent Evenings, Back-to-School Night, Ice Cream Social, Winter Music Concert)
METHODS OF MEASUREMENT	Planning documentation and annual calendar

State Priority # 4 – Student Achievement

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

- A. CA Measurement of Academic Progress and Performance statewide assessment (CAASPP)*
- B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
- C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)*
- D. EL reclassification rate*
- E. Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- F. 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	Percentage growth in meeting or exceeding standards on the CA state required annual CAASPP testing in ELA.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none">1. Provide the Educational Program, Interventions and Supports as described in this charter petition2. Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials; implementation of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning
MEASURABLE OUTCOME	<p>Annually, at least 95% participation rate in the CAASPP statewide assessments;</p> <p>1 Grades 4-7: These grades will achieve at least a 2% growth annually in the number of students who meet or exceed standards on the CAASPP in ELA.</p> <p>2. Grade 8: At least 50% of each graduating 8th grade class will meet or exceed standards on the CAASPP statewide assessment in ELA.</p>
METHODS OF MEASUREMENT	CAASPP Score reports; evidence of student learning as demonstrated on teacher created assessments; teacher observations, unit test results, unit assessments, assignment & project rubrics.

SUBPRIORITY B – California Dashboard (replaced API)

California's accountability system is based on multiple measures that assess how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported on the [California School](#)

[Dashboard](#) **Exhibit Z: ROCS 2018 Dashboard Report**

Subpriority C – UC/CSU Course Requirements (or CTE) Not Applicable to ROCS

Subpriority D – EL Proficiency Rates

GOAL TO ACHIEVE SUBPRIORITY	The ELPAC goal for 2018-19 will be to increase the overall ELPAC test scores of all students in grades 3-8. Also, students that score Level 1-3 will advance at least one level.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies, implementation of ELD curricula 2. Progress of English Learner language proficiency will be monitored through explicit disaggregation of EL data
MEASURABLE OUTCOME	Increase in ELPAC overall test scores. One level advancement for students currently at level 1-3.
METHODS OF MEASUREMENT	ELPAC scores, class grades, teacher recommendation, parent consultation, consultation with teachers. CAASPP score, progress report, report card, teacher recommendation form, administrator approval

Subpriority E – EL Reclassification Rates

GOAL TO ACHIEVE SUBPRIORITY	EL students will make annual progress toward reclassification and reclassified students will perform at grade level on California statewide assessments
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Progress of English Learner language proficiency will be monitored through explicit disaggregation of EL data 2. EL students receive English Learner specific instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies, and implementation of ELD curricula
MEASURABLE OUTCOME	At least 15% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment
METHODS OF MEASUREMENT	Analysis and review of ELPAC results, and CAASPP statewide assessment scores

Subpriority F – AP Exam Passage Rate Not Applicable to ROCS

Subpriority G - College Preparedness/EAP Not Applicable to ROCS

STATE PRIORITY #5— STUDENT ENGAGEMENT

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

- 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*

Sub priority A – Student Attendance Rates

GOAL TO ACHIEVE SUBPRIORITY	ROCS will maintain an annual ADA rate of 93% or higher
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Continue informing parents and students about the importance of student attendance and the school's attendance policy 2. Continue strengthening home/school connection by communicating with parents before absences or tardies become a problem 3. Continue to offer a safe and engaging learning environment
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 93%
METHODS OF MEASUREMENT	<p>Weekly absence and tardy reports from our student information system - Aeries; periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success</p> <p>Monthly, quarterly, and annual attendance reports</p>

Sub priority B – Student Absenteeism Rates

GOAL TO ACHIEVE SUBPRIORITY	Students will have no more than five unexcused absences in any school year
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Continue informing parents and students about the importance of student attendance and the attendance policy 2. Continue strengthening home/school connection by communicating with parents before absences or tardies become a problem 3. Continue to offer a safe and engaging learning environment
MEASURABLE OUTCOME	90% of enrolled students will have fewer than five unexcused absences during any one school year

METHODS OF MEASUREMENT	Weekly absence reports from our student information system – Aeries Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success Monthly, quarterly, and annual attendance reports
Sub priority C – Middle School Dropout Rates	
GOAL TO ACHIEVE SUBPRIORITY	ROCS will work to retain 95% of seventh and promote 100% of eighth grade students
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Provide a safe, positive, and engaging learning environment for all students 2. Support students through the SST and RTI process 3. Conduct exit interviews of students leaving to ensure they are enrolling in another school
MEASURABLE OUTCOME	95% of the 7th and 8th grade classes will be comprised of students who enrolled at ROCS the prior academic year
METHODS OF MEASUREMENT	Student re-enrollment documentation as verified by our student information system Aeries and CALPADS
Sub priority D – High School Dropout Rates Not Applicable to ROCS	
Sub priority E - High School Graduation Rates Not Applicable to ROCS	
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u> <i>School climate, as measured by all of the following, as applicable:</i> <i>A. Pupil suspension rates</i> <i>B. Pupil expulsion rates</i> <i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
Sub priority A – Pupil Suspension Rates	
GOAL TO ACHIEVE SUBPRIORITY	ROCS will maintain an annual suspension rate of 5% or less.
ACTIONS TO ACHIEVE GOAL	Continue implementation of positive behavior interventions and support, collecting ongoing data on effectiveness, and work with families to manage student behavior issues and concerns Teachers will be trained and follow the Social Inclusion model and Positive Discipline strategies, including classroom meetings.

MEASURABLE OUTCOME	Annually, 5% or fewer of enrolled students will be suspended
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report CALPADS Report 7.1 Discipline Incidents
Sub priority B – Pupil Expulsion Rates	
GOAL TO ACHIEVE SUBPRIORITY	ROCS will maintain an annual expulsion rate of less than 1%
ACTIONS TO ACHIEVE GOAL	Continue implementation of positive behavior interventions and support, collecting ongoing data on effectiveness, and work with families to manage student behavior issues and concerns Teachers will be trained and follow the Social Inclusion model and Positive Discipline strategies, including classroom meetings.
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled students will be expelled
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report CALPADS Report 7.1 Discipline Incidents
Sub priority C – Other School Safety and School Connectedness Measures (Surveys)	
GOAL TO ACHIEVE SUBPRIORITY	Parents, pupils and teachers will feel a sense of safety and school connectedness; students and staff will adhere to the Site Safety Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire, Earthquake, and safety drills; Maintain proper safety policies and procedures Annual safety inspections by Ukiah Fire Department
MEASURABLE OUTCOME	Staff will review the Site Safety Plan annually and participate in at least three (3) hours of Safe School training including CPR or First Aid training, Bloodborne Pathogens, EpiPen training; Students will participate in at least eight (8) safety drills annually (fire, earthquake, lockdown drills); Maintain proper safety policies and procedures, and provide information to parents through the <i>One Call Now</i> communication system.

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	ROCS 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 this charter petition
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 content areas available
METHODS OF MEASUREMENT	Student, teacher, and grade level schedules and enrollment data

STATE PRIORITY #8— OTHER STUDENT OUTCOMES

Pupil outcomes, if available, in the subject areas described above in #7, as applicable

Sub priority A – English

GOAL TO ACHIEVE SUBPRIORITY	<p>The percentage of students meeting or exceeding performance expectations in ELA/Literacy as defined by the State Board of Education will increase annually</p> <p>All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.</p>
ACTIONS TO ACHIEVE GOAL	<p>Provide the Educational Program, Interventions and Supports as described in this charter petition; continue CCSS implementation (State Priority #2)</p> <p>Instructional strategies implemented for Reading & Writing include: small group work, one-to one conferring, reading intervention program; speaking skills to present information, narrative and response to literature; consultation with the Resource Specialist and collaboration with colleagues to support student learning goals</p>
MEASURABLE OUTCOME	<p>1. Grades 4-7: These grades will achieve at least a 2% growth annually in the number of students who meet or exceed standards on the CAASPP in ELA.</p>

	2. Grade 8: At least 50% of each graduating 8 th grade class will meet or exceed standards on the CAASPP statewide assessment in ELA.
METHODS OF MEASUREMENT	CAASPP test results, monthly benchmark assessments, unit testing, spelling inventories, student writing journals, response to literature journals, completed writing and oral presentation rubrics.
Sub priority B – Math	
GOAL TO ACHIEVE SUBPRIORITY	<p>The percentage of students meeting or exceeding performance expectations in Mathematics as defined by the State Board of Education will increase annually</p> <p>All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.</p>
ACTIONS TO ACHIEVE GOAL	<p>Provide the Educational Program, Interventions and Supports as described in this charter petition; continue CCSS implementation (State Priority #2)</p> <p>All students participate in two or three 4-week Math Blocks each year Bridges Math program in grades 1-5 five days per week. Leveled Math program using <i>Cengage</i>, Big Ideas Math in grades 6-8 five days per week.</p> <p>Instructional strategies implemented in Math include: focused and designed instruction; spiraling math curriculum; small group work, one-to one assistance, peer tutorial support, small group after-school tutorial; consultation with the resource specialist and collaboration with colleagues to support student goals and learning.</p>
MEASURABLE OUTCOME	<p>Grades 4-7: These grades will achieve at least a 2% growth annually in the number of students who meet or exceed standards on the CAASPP in Math.</p> <p>2. Grade 8: At least 40% of each graduating 8th grade class will meet or exceed standards on the CAASPP statewide assessment in Math.</p>
METHODS OF MEASUREMENT	CAASPP test results, curricular benchmark assessments, Bridges Mathematics (The Math Learning Center) assessments/Big Ideas (<i>Cengage</i>) assessments, pre and post unit testing, math journals demonstrating mathematical thinking, in class math presentation rubrics showcasing students' mathematical reasoning and critical thinking skills.

Sub priority C – History/Social Science	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will achieve grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; research projects and presentations, computer based research and media; field trip experiences, debates, and hands-on projects.
MEASURABLE OUTCOME	Annually, 70% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency of history and social science standards through formative and summative assessments
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments include: experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
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 knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. <i>CA Next Generation Science Standards (NGSS)</i> will be utilized to guide instruction. Instructional strategies utilized include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	Progress will be monitored with formative and summative assessments; CAST results once available; CAASPP Reports on assessment of CCSS integrated science standards Formal assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments include: experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.

Subpriority E – Visual and Performing Arts	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in standards-based classes guided by the California Visual and Performing Arts Content Standards.
ACTIONS TO ACHIEVE GOAL	Continue offering classes in Visual and Performing Arts
MEASURABLE OUTCOME	Annually, all students, including all student subgroups, unduplicated students, and students with exceptional needs, will attend a minimum of 90% of Visual and Performing Arts classes available to them
METHODS OF MEASUREMENT	Class schedules; attendance data
Subpriority F – Physical Education	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in standards-based physical education classes guided by the California Physical Education Framework and California Physical Education Standards.
ACTIONS TO ACHIEVE GOAL	Through Games classes and daily Movement activities, continue offering a physical education program that increases fitness, the development of physical skills, cognition, sport, and affective domains of attitude, interest, and cultural acceptance
MEASURABLE OUTCOME	Annually, at least 60% of students tested with the CA Physical Fitness Test will meet the Healthy Fitness Zone requirement in 5 out of 6 fitness standards
METHODS OF MEASUREMENT	Progress will be monitored with grade level fitness assessments; CA Physical Fitness Test
Subpriority C – History/Social Science	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will achieve grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; research projects and presentations, computer based research and media; field trip experiences, debates, and hands-on projects.

MEASURABLE OUTCOME	Annually, 70% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency of history and social science standards through formative and summative assessments
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments include: experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
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 knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. CA NGSS will be utilized to guide instruction. Instructional strategies utilized include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	Progress will be monitored with formative and summative assessment: CAASPP Reports on assessment of CCSS integrated science standards; CAST science assessment once available Formal assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments include: experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
Subpriority E – Visual and Performing Arts	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in standards-based classes guided by the California Visual and Performing Arts Content Standards.
ACTIONS TO ACHIEVE GOAL	Continue offering classes in Visual and Performing Arts

MEASURABLE OUTCOME	Annually, all students, including all student subgroups, unduplicated students, and students with exceptional needs, will attend a minimum of 90% of Visual and Performing Arts classes available to them
METHODS OF MEASUREMENT	Class schedules; attendance data
Subpriority F – Physical Education	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in standards-based physical education classes guided by the California Physical Education Framework and California Physical Education Standards.
ACTIONS TO ACHIEVE GOAL	Through Games classes and daily Movement activities, continue offering a physical education program that increases fitness, the development of physical skills, cognition, sport, and affective domains of attitude, interest, and cultural acceptance
MEASURABLE OUTCOME	Annually, 65% or more of students tested with the CA Physical Fitness Test will meet the Healthy Fitness Zone requirement in 5 out of 6 fitness standards
METHODS OF MEASUREMENT	Progress will be monitored with grade level fitness assessments; CA Physical Fitness Test

C: METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

Signed into law in October 2013, Assembly Bill 484 established the *California Assessment of Student Performance and Progress* (CAASPP) assessment system. The CAASPP assessment system encompasses the following required assessments:

- Smarter Balanced system of assessments for mathematics and English–language arts
- California Science Test (CAST) for Science in grades five, eight, and ten
- California Modified Assessment (CMA) for Science in grades five, eight, and ten
- California Alternate Performance Assessment (CAPA) for Science in grades five, eight, and ten and for mathematics and English–language arts in grades two through eleven

The *Smarter Balanced Assessment System* utilizes computer adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English–language arts (ELA) and mathematics.

Content Standards

All of the state content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

English Language Arts

The CA CCSS for ELA/Literacy help build creativity and innovation, critical thinking and problem solving, collaboration, and communication to improve the academic achievement of California's students. The standards develop the foundation for creative and purposeful expression in Language - fulfilling California's vision that all students graduate from our public school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy

Mathematics

All students need a high-quality mathematics program designed to prepare them to graduate from high school ready for college and careers. In support of this goal, California adopted the California Common Core State Standards: Mathematics (CA CCSSM) in August 2010, replacing the 1997 statewide mathematics academic standards. As part of the modification of the CA CCSSM in January 2013, the California State Board of Education also approved higher mathematics standards organized into model courses. The CA CCSSM includes two types of standards: Eight Mathematical Practice Standards (identical for each grade level) and Mathematical Content Standards (different at each grade level).

History-Social Science

With the History-Social Science Framework for California Public Schools as a guide to the eras and civilizations to study, these standards require students not only to acquire core knowledge in history and social science, but also to develop the critical thinking skills that historians and social scientists employ to study the past and its relationship to the present. The State Board hopes students will learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

Science

On September 4, 2013, the State Board of Education (SBE) adopted the Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve (CA NGSS) as required by California Education Code 60605.85. The NGSS Appendices A-M were also adopted to assist teachers in the implementation of the new science standards and to aid in the development of the new science curriculum framework.

ROCS Assessment

ROCS assessment is authentic, draws from multiple intelligences, provides students and staff with the feedback needed to support mastery of standards, meets mandates, and drives improvement for students and the educational program as is evidenced by an increase in our scores.

Students are evaluated by both formative and summative assessments including, but not limited to:

- Rubrics to assess student main lesson work for content, presentation and depth of understanding (Exhibit F - *Examples of Rubrics*)
- Student-created portfolios to obtain a broader view of each child's accomplishments. Portfolios are compiled by the students with the teacher's supervision and include examples of a student's best work and work that needed improvement. All subject areas should be included. These portfolios are presented to parents at parent/teacher conferences to illustrate student progress.
- Students' opportunity to show proficiency through artistic creations, dramatizations and other forms of artistic expressions. Rubrics are used and proficiency is defined as 3 or higher.
- A semester system with two Report Cards per year, reflecting student performance with regard to California Common Core Standards and Steiner-inspired curriculum
- Early parent/teacher conferences for new students and students at risk
- One midyear parent/teacher conference and other conferences as needed during the year.
- End-of-year narrative evaluation based on documented student achievement through the other means of assessment as described above.

The key assessment methods include *standardized tests*, *teacher assessment of student work*, and *student self-assessment*. Student benchmarks are defined in terms of CAASPP proficiency and a score of 3 or higher on the Report Card rubric, and they define the minimal required performance level for each standard. The following chart outlines the general assessment program that guides ROCS staff to assess student progress toward meeting outcomes.

Frequency of Assessment, by Type, w/ Benchmark

Subject	Standardized Tests	Teacher Assessment	Student Self-assessment	Benchmark
English: Achieving progressive levels of mastery to communicate effectively in English and, ultimately, participate fully in society and the world of work.				
	Annually [CAASPP]	Bi-weekly	Bi-weekly	Proficient on CAASPP; score of 3 or above (rubric 1-4); 70% benchmark, 80% proficient on teacher assessment
Mathematics: Emphasizing computational and procedural skills, conceptual understanding, and problem solving.				
	Annually [CAASPP]	On-going	Bi-weekly	Proficient on CAASPP; score of 3 or above (rubric 1-4); 70% benchmark, 80% proficient on teacher assessments
History-Social Studies: Defining the knowledge, concepts, and skills students should acquire at each grade level.				
	Annually [CAASPP]	Quarterly	Quarterly	Proficient on CAASPP; score of 3 or above (rubric 1-4); 70% benchmark, 80% proficient
Science: Includes the essential skills and knowledge students will need to be scientifically literate citizens in the twenty-first century.				
	Annually [CAST] Grade 5/8	Quarterly	Quarterly	Proficient on CAST; score of 3 or above (rubric 1-4); 70% benchmark, 80% proficient

ROCS will provide exit outcomes on specific benchmark skills in the form of Common Core State Standard aligned report cards for Kindergarten-8th grade. Our report card is aligned with CCSS. Each report card explicitly outlines these benchmark skills and specific classroom level skills. Exit outcomes are aligned to our mission, curriculum, and assessments as detailed in section A. *Educational Program*. Exit outcomes and performance goals may need to be modified over time. (Please see Exhibit E - *ROCS Report Card*)

* Academic SST's are held when students are not achieving a 3 or 4 on each report card standard. Interventions such as home assistance, extra help at school, and after school tutoring and homework club are used first, followed by more structured interventions. Summer school or referral for special education assessment are final measures, before retention is utilized.

Alignment of Common Core State Standards and ROCS Steiner-Inspired Program

In 2010, the California State Board of Education (SBE) adopted California's Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards), which describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college- and career-readiness across key academic content areas.

These next generation standards, along with the Common Core State Standards for Mathematics and the Next Generation Science Standards, are part of a national movement to ensure K–12 students gain the necessary literacy and mathematical understanding and practices required in 21st-century higher education and workplace communities.

Attached as Exhibit B is a document that ROCS teachers will use as a tool to guide them to consider how, where, and when the Common Core State Standards (CCSS) best fit into our Steiner-Inspired program called "*Public Waldorf Schools and the Common Core Standards: The Alliance for Public Waldorf Education Recommendations for the Appropriate Placement of the Common Core Standards into Waldorf Inspired Programs*". This was written to provide the classroom teachers, and interested stakeholders, with a document comparing the structure and goals of the Waldorf program as enacted in Steiner-Inspired Public Schools with the academic content and student goals identified in the CCSS. It also includes a summary set of recommendations from the Alliance for the appropriate placement of the Common Core Standards into a Steiner-Inspired Public School Program. The document is structured to help teachers and schools clarify and identify the appropriate content of their programs in English Language Arts/Literacy and Mathematics, K-8. It will also help to clarify for public school stakeholders (parents, districts, school boards, educators and the public) where and when Steiner-Inspired public schools are addressing the Common Core State Standards.

Key Pupil Outcomes and Multiple Assessments

Key Pupil Outcomes	Multiple Assessments Used
English Language Arts	
Student will master significant literary works, as demonstrated through speaking, reading and writing.	Report cards, anecdotal records, rubric-based evaluation of presentation, cloze tests, in-class tests; student presentation, oral recitations
Students will have strong presentation skills.	Report cards, rubric based evaluation of presentation, oral recitations
By active listening, students interpret literature from various time periods and cultures.	Anecdotal records, portfolio review, teacher assessments, reports, oral recitations, student projects
Using learned bibliographic, research essay, graphic, and presentation skills, students will be able to present a long term project by eighth grade.	CAASPP, report cards, student projects, anecdotal records, student presentations
Students demonstrate successful assimilation of Language Arts concepts for each given year	CAASPP, report cards, presentations, portfolio review, student projects, summary essays and reports, rubric-based evaluation
Mathematics	
Students will be able to reason logically and understand and apply mathematical processes, and concepts	CAASPP, teacher assessments, report cards, cloze tests, quizzes, chapter tests, daily homework tracking
Students will apply critical mathematical thinking skills during problem-solving activities.	CAASPP, teacher assessments, anecdotal records, peer and partner discussion
Students will demonstrate successful assimilation of Mathematics concepts for each given year	CAASPP, report cards, student projects, anecdotal records, teacher assessments, quizzes, chapter and final exams, rubric-based evaluation
Students will be proficient in the four basic processes, fractions, decimals, geometry, percent, interest, algebra, areas, and solid geometry.	CAASPP, report cards, teacher assessments, demonstrations
Science	
Students will present scientific information clearly in a written format from observation to conclusion.	Teacher assessments, student presentations, student demonstrations, portfolio assessment, student projects
Students will demonstrate an ability to use observational methods and materials to investigate a scientific question.	Student projects, demonstrations, presentations, portfolio assessment
Students will critically evaluate data based on knowledge of the dynamics of history and the working of ecosystems.	Student presentations and reports, teacher assessments
Students will demonstrate respect for the natural world and explore it with confidence, wonder, and an open mind.	Anecdotal records, student projects, field experiments
Students will demonstrate successful assimilation of Science concepts	Teacher assessments, portfolio review, block tests, report cards, teacher observation, responses in class, completed main lesson books. CAST online Science test (5 th & 8 th)

History	
Students will demonstrate knowledge of world geography, different cultures and governing principles.	Report card, teacher assessments, student projects, portfolio review, quizzes and tests; CAASPP
Social Studies	
Students will act upon learned civic values, including community service.	Student projects, 20 hours community service requirement (8 th grade), anecdotal records
Geography	
Students will demonstrate knowledge of world history from ancient times through the present as it relates to modern day cultures and the development of human kind.	Portfolio review and assessment, teacher assessments, student presentations, monthly block tests
Foreign Language	
Students will learn basic skills in listening, comprehension, speaking, reading and writing in Spanish.	Anecdotal records, teacher assessments, student projects
Students will understand the past and present cultural aspects of a second language.	Anecdotal records, student projects, teacher assessments
Visual and Performing Arts	
Students will demonstrate an awareness and understanding of a variety of styles and forms in the fine arts of music, drama, dance and art.	Portfolio review, student performances, teacher assessments, class play
Students will demonstrate artistry, care, and accuracy in their main lesson books, works of art and yearly class drama performances.	Portfolio review, student projects, teacher rubric assessment
Lifelong Learning Skills	
Students will develop effective study skills and habits (note taking, library and research skills, study strategies and computer skills.	Anecdotal records, student reports and projects, portfolio review
Students will have the ability to persevere and complete a project.	Student projects, portfolio review, exhibit and demonstration, teacher assessment
Students will be able to reflect on and evaluate their own and others' learning, adaptability, and resourcefulness.	Student projects, demonstrations, portfolio review, anecdotal records, class meetings, end-of-the-year report
Students will develop the ability to collaborate and work effectively with others in cooperative groups.	Anecdotal records, report card, teacher assessment, student projects
Physical Education	
Students will develop the ability to use and appreciate motor skills, and develop group interaction skills, and develop the abilities to participate in and appreciate physical recreation activities.	Physical Fitness Test (PFT), anecdotal records, report card, teacher assessment
All students will have the opportunity to participate in a variety of physical education activities that emphasize development of psycho-motor skills, team play, physical fitness, and sportsmanship.	PFT, anecdotal records

Social Interpersonal Skills	
Students will demonstrate strong citizenship and leadership skills by working cooperatively with others in the community.	Anecdotal records, student projects
Students will engage in responsible, compassionate, peer relationships.	Anecdotal records, report cards
Creative Critical Thinkers	
Students will effectively access, evaluate and integrate information from a variety of sources.	Teacher assessments, anecdotal records, portfolio review, student projects and reports
Students will use a wide variety of thinking processes appropriate for the resolution of complex problems.	Portfolio review, anecdotal records, teacher assessment, end-of-the-year report
Students will work toward understanding the consequences of their actions.	Student projects, anecdotal records
World Citizens	
Students will demonstrate an understanding of diversity.	Student demonstrations, presentations, student projects, anecdotal records
Students will demonstrate knowledge of the contribution of various cultural groups throughout the world.	Portfolio review, student projects, presentations, teacher assessments
Students will be able to participate appropriately in multi-cultural interactions.	Student projects, anecdotal records
Students will utilize nonviolent conflict resolution techniques.	Student projects, anecdotal records
Contributors to the Community	
Students demonstrate understanding of the diversity of community.	Student projects, anecdotal records
Students will reflect on their role as a community member.	Student projects, anecdotal records
Students will demonstrate awareness of their ability to positively affect the community.	Student projects, anecdotal records
Self-Expressive Communicators	
Students will communicate clearly and articulately.	Student presentations, anecdotal records, report cards, oral reports
Students will demonstrate the ability to communicate through a wide variety of media.	Student projects, presentations, and reports
Healthy Individuals	
Students will demonstrate knowledge of healthy nutrition and exercise.	PFT, anecdotal records, presentations, teacher assessments

ROCS will assess specific benchmark skills identified on the Kindergarten through eighth grade standards based report cards. Each report card explicitly outlines these benchmark skills and specific classroom level skills. Exit outcomes are aligned to our mission, curriculum, and assessments as detailed in section II. *Educational Program*. Exit outcomes and performance goals may need to be modified over time. (Please see Exhibit E - *ROCS Report Cards*)

Academic SST's are held when students are not achieving a 3 or 4 on each report card standard. Interventions such as home assistance, extra help at school, and after school homework groups are used first, followed by more structured interventions. Summer school or referral for special education assessment are final measures, before retention is utilized.

Concise Summary of Exit Outcomes

ROCS expects that all students will demonstrate readiness to progress to the next grade level based on benchmarks and exit outcomes that will be described in our Common Core State Standards/Steiner-inspired curriculum aligned report cards. Mastery of academic content for each grade level will be assessed by means of CAASPP and a variety of on-site assessment tools and methods including grade level writing and math assessments, portfolio review, presentation, projects, and observations.

ROCS expects that its 8th grade students demonstrate readiness to graduate and move into a high school program by the end of the academic year. Mastery of academic content for 8th graders will be demonstrated by means of California's statewide tests results and a variety of assessment methods and tools, including CAASPP, Year End Grade Level Writing Assessment, Portfolio Review, Year End Grade Level Mathematics Assessment, End of Year Final Report, presentations, exhibits, projects, and observation.

District and State Mandates

ROCS will incorporate specific grade and skill level standards for Language Arts, Mathematics, Science and Social Studies found in the California Common Core State Standards (CCSS) as documented in our grade level syllabi. ROCS will ensure that at least 95% of all students at the tested grade levels and all numerically significant subgroups will participate in each component of the state testing programs for which the Charter School is held accountable.

Performance standards and assessments for students with special needs or limited English proficiency will be adapted as appropriate to their Individualized Education Plan (IEP) or English proficiency levels. Successful attainment of outcomes and student progress for students with disabilities and English Learners will be defined appropriately on a case-by-case basis, according to their IEP and/or English proficiency levels.

In order to serve our students and community, ROCS staff will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support the mission.

Benchmark and Classroom Level Skills

In addition to attaining specific content area and grade level standards, students will also demonstrate their overall progress toward graduation readiness by achieving proficiency on a series of benchmark assessments. Student progress is documented through entry level, progress monitoring, summative assessments, and bi-annually on our report cards. On-going classroom assessments include multiple choice tests, cloze exercises, rubric-based evaluation of main lesson books and anecdotal records. In this way, teachers will monitor student progress throughout the year and help document each student's continuing individual progress towards exit outcomes.

The refinement and revision of benchmarks and assessment tools used by ROCS shall be subject to on-going scrutiny and revision in order to ensure that students' progress is measured in the most authentic, thorough and efficient manner. In this way, teachers will monitor students' progress throughout the year and help document each student's continuing individual progress towards the exit outcomes. An individualized remediation plan will be developed through an SST meeting for any ROCS student who consistently fails to demonstrate grade level progress or "benchmark" skills during the academic year.

Modification of Exit Outcomes and Performance Goals

In order to serve our students and community, ROCS will continue to examine and refine its list of student outcomes over time to ensure adherence to the Charter School's mission and to reflect any applicable changes to state or federal law. If deemed necessary, any material changes will be incorporated as an amendment to the charter and presented to the UUSD for approval.

Assessments

Students will be assessed in each of the core academic skill areas by a combination of student work and portfolios. Included in the portfolios will be a sample of the students' Main Lesson Books, various pieces of art, and practice papers. ROCS students will demonstrate academic achievement in all of the core academic areas. Portfolios will be assessed according to school-wide Common Core State Standards/Steiner-inspired aligned report cards when completed, with input from the class teacher and specialty teachers across all content areas.

In order to remain consistent with our mission and vision, our authentic assessment strategies will reflect ROC's commitment to:

- Promote an individualized approach to education
- Assess students in both academic and non-academic areas
- Recognize students' individual strengths and weaknesses
- Create a non-competitive environment for our students

SCHOOL WIDE OUTCOMES

In addition to these general student outcomes, ROCS has established school-wide performance goals in order to provide a clear expectation of both student and school achievement. ROCS shall pursue the following school-wide outcomes:

OUTCOMES	METHODS OF MEASUREMENT
#1 Review, analyze, and submit CA Dashboard	Annual CA Dashboard report
#2 ROCS will meet or exceed the District-wide average for attendance and meet or exceed a 93% rate.	Comparison of District-wide attendance data at P2.
#3 ROCS teachers will receive an average score of “satisfied” or “very satisfied” on the annual Parent Satisfaction Survey	Annual Parent Satisfaction Survey
#4 ROCS will meet or exceed the District-wide average scores on state assessments in ELA, Math, History/Social Studies, and Science schoolwide and broken down into reportable subgroups.	CAASPP results CAST Science test scores when available
#5 ROCS will develop 21st Century skills through effective oral and written communication; accessing and analyzing information; critical thinking and problem solving; promoting adaptability; appropriate grade level use of technology.	Teacher determination of a minimum of 70% proficiency on assessments of grade level standards based upon teacher generated assessments, observation, and standardized testing.
#6 ROCS will take active steps to strive for a Racial and Ethnic balance reflective of UUSD during the five-year renewal period (2020-2025)	Student demographics as reported through CBEDS, CALPADS
#7 ROCS will ensure that at least 95% of all students at the tested grade levels will participate in each component of the state testing programs for which the school is being held accountable	Annual testing participation records
#8 English Learners at ROCS shall meet subgroup growth requirements in English/Language Arts and Mathematics	CAASPP subgroup scores
#9 Special Needs students at ROCS shall meet academic criteria based on their IEP	Individualized Education Plan

USE AND REPORTING OF DATA

ROCS will comply with state and federal law in collecting and reporting student and school performance and demographic data. This will include preparation and distribution of an annual School Accountability Report Card ("SARC") to provide parents and the community with descriptive and comparative information about the school.

ROCS shall also collect and analyze student performance data each year and shall utilize the data to monitor and improve and report to the UUSD on the Charter School's program including but not limited to the following:

- Summary data showing student progress toward the goals and outcomes listed above. These data will be displayed on both a Charter School-wide basis and disaggregated by grade level and subject area categories to the extent feasible without compromising student confidentiality.
- Review of each component of the Charter Petition for compliance.
- A summary of major decisions and policies established by the Charter School Board during the year.
- Data on the level of parent involvement in the Charter School's governance (and other aspects of the Charter School, if applicable) and summary data from an *annual parent satisfaction survey*.
- Data regarding the number of staff working at the Charter School and their qualifications and verification of credentials – *monthly conformance report*.
- A copy of the Charter School's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information on outreach practices
- An overview of the Charter School's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
- Other information regarding the educational program and the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the charter generally.
- Copies of any other documentation requested by the District.

ROCS will prepare an annual report of its educational program for Ukiah Unified School District Governing Board. The details of the report are outlined in the Memorandum of Understanding with the District.

The Charter School shall submit to a random, unannounced site visitation process to enable the District to gather information needed to confirm the Charter School's performance and compliance with the terms of this charter. Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the District. The Charter School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

D: GOVERNANCE STRUCTURE

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

Three-fold Governance Structure

Three councils with decision-making authority operate smoothly to collectively govern the Charter School: the Charter Council, comprised of 3 parent members and 2 community members; the Faculty Council, comprised of all teachers, specialty teachers, and Assistants; and the Parent Council, comprised of a parent representative from each class.

Site-Based Management

ROCS Administrator in conjunction with the Charter Council and with input from teachers and staff effectively manages all aspects of our \$1.5 million operation Oversight of ROCS budget is provided by UUSD and the Mendocino County Office of Education (MCOE).

Adopted Policies

ROCS Charter Council has adopted all necessary policies and procedures in administration, personnel, students, and instruction to comply with the California Department of Education, Mendocino County Office of Education, and UUSD, including, but not limited to:

- Admissions Policy
- Acorn Hut Aftercare Policy
- Board Governance – Oath of Office Board Members
- Cash & Receipts Policy
- Classroom and School Visitation
- Conflict of Interest Code
- Charter Council Oversight of Administration
- EpiPen Policy
- Internal Fiscal Management
- FERPA Annual Notice: Educational Records and Student Information Policy
- Fieldtrip Policy
- Hiring Committee Policy
- Lice Policy
- Looping Policy
- Safe School Resolution
- Section 504 Policy
- Substitute Hiring Policy
- Suicide Prevention Policy
- Redeposit Payroll Resolution
- Capital Assets Threshold Policy
- Health and Safety Policies
- Child Abuse Prevention and Reporting Policy
- Preventing Sexual Abuse
- Sexual Harassment Policy
- Freedom from Sexual Harassment-Personnel Agreement
- Classroom and School Visitation and Removal Policy
- School Dress Standards
- Student Behavior Standards
- Independent Study Policy
- Title I Parent Involvement Policy
- Title IX Policy: Harassment Intimidation Discrimination, and Bullying Annual Notice
- Uniform Complaint Procedures

Please see Exhibit G for ROCS policies. Additional policies referenced in this petition are listed under individual exhibits.

ROCS Charter Council shall continue to review and adopt new policies and procedures as appropriate to maintain compliance with applicable laws and best practices.

Non-Profit Public Benefit Corporation

ROCS has and will continue to collaborate and work cooperatively with UUSD, while operating as a single entity, independent of UUSD, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between UUSD and ROCS. ROCS is direct-funded and operates as a duly constituted California nonprofit public benefit corporation, and is governed in accordance with applicable California Corporations Code Sections and the Charter School's adopted bylaws which shall be consistent with the terms of this charter. As provided for in the California Corporations Code, the Charter School is governed by its Charter Council, whose members have a legal fiduciary responsibility for the well-being of ROCS.

Pursuant to California Education Code Section 47604(c), the District in performing its oversight of the Charter School as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of ROCS, or for claims arising from the performance of acts, errors, or omissions by the charter school. (*Exhibit H - Articles of Incorporation*)

Charter Council

ROCS is governed by the Board of Directors herein after referred to as the "Charter Council". The Charter Council has the power to determine its working parameters that may evolve as circumstances require and operates in accordance with the terms of this charter and its corporate bylaws. Committees are created by the Charter Council or the Administrator as need arises. The Charter Council has and will continue to have a strong commitment to obtaining broad-based faculty, parental and student input on policies and issues. Our intention is to honor all forms of faculty, parent or student communication as issues arise. Time is set aside at each Council meeting for public comment and the community is encouraged to attend and participate.

The Charter Council has a legal, fiduciary responsibility for the well-being of the organization. The Charter Council is composed of a broad cross-section of the school community and the community at large, including parents, professionals, and community leaders.

The ROCS Charter Council currently consists of 5 voting members. No voting member shall be an "interested person" as defined by Government Code Section 1090.

Voting Members:

- Three parents nominated by application to the Parent Council and approved by the Council for a three year staggered term,
- Two community members elected by application to the Charter Council for a three year staggered term.

Advisory to the Charter Council:

- One or two Charter School teachers, selected by the faculty in three year staggered terms,
- One parent representative selected by Parent Council,
- The ROCS Administrator serves as an ex-officio, non-voting advisor to the Council.

In accordance with State law, UUSD may decide to designate a representative to attend the governing board meetings of ROCS. The UUSD representative will have the right to attend meetings and fully participate as a voting/non-voting representative. Neither attendance nor participation in such meetings shall act or be interpreted as approval or action by UUSD. Regardless of such appointment and participation, UUSD and ROCS remain separate legal entities. If addition of a District representation to the Board results in an even number of Board members, ROCS may add an additional Board member to raise the total Board membership to seven (7).

Delegation/Scope of Authority and Responsibility

The Charter Council may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties except for approval of the final budget or budget revisions, expenditures over \$5000, and hiring and termination of employees.

The Charter Council, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

The Charter Council interprets the Mission and Vision of the Charter School and clarifies its philosophy to all stakeholders. The Members provide leadership in the process of on-going strategic planning in conjunction with the Administrator and other stakeholders of the Charter School.

The Charter Council authorizes policies and contracts that are used to fulfill the mission. These policies govern the day-to-day operation of the Charter School in all areas of concern to the Charter Council. The Charter Council, in collaboration with the Administrator, ensures that policies are in place to ensure that laws and regulations are followed and that the day-to-day operation is consistent with Charter Council approved policy, including:

- Evaluation of staff,
- Selection and assignment of staff from the recommendations of the hiring committees,
- Development of the charter program budget,
- Development of annual program calendars,
- Evaluation of all programs,
- Compliance assurance with applicable law such as the Public Records Act, and policies such as Conflict of Interest (see Exhibit G –ROCS Policies - *Conflict of Interest Code*).

Charter Council members serve as ambassadors for the Charter School, promoting its successes, proactively creating a positive relationship in the community, and building partnerships with individuals and organizations that share its values and philosophy.

The Charter Council is responsible for all recommended modifications to the school Charter. Modifications require a majority vote of the Charter Council. Faculty Council and Parent Council must approve any modification to the School Charter. Any recommendation to materially revise the school Charter must be approved by UUSD Board of Trustees prior to implementation.

The corporate bylaws of ROCS are in compliance with this Charter. No provision of this Charter may be revised through a corporate bylaws revision without appropriately amending the Charter as required by law. (Exhibit I, *Charter Council Bylaws*)

Charter Council Meetings

The Charter Council meets monthly to review and act on its responsibilities. All meetings are held in accordance with the Brown Act.

The Charter School has adopted a conflicts code which complies with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code. A Charter Council member shall not vote or participate in a discussion relating to a matter in which he/she has a direct personal financial interest. The Charter Council complies with Government Code Section 1090 and the Public Records Act.

The Charter Council meetings are headed by a Charter Council President, who is elected by the Charter Council at the Annual Meeting held in December of each year. The Charter Council also elects a Vice-President, who serves as the head of Charter Council in the President's absence. A Secretary and a Treasurer are voted in by Charter Council members.

As a five-member Charter Council, a unanimous vote by the quorum (3) is required for an action item to pass.

Charter Council Training

The Charter Council shall participate annually in trainings such as board governance, Brown Act and Conflicts of Interest rules, and school finances. During the previous renewal period (2015-20), our Board members participated in the following trainings:

- Budget reviews
- Common Core and SBAC
- Waldorf curriculum
- Brown Act & Conflict of Interest

Charter School Administrator

The ROCS Administrator is responsible for administering the Charter School in all day-to-day operations, working with the Charter Council, the District, students, parents, and community members and the other governing bodies specified by local and state law. The Administrator shall hold a California administrative services credential and reports to the Charter Council. The Administrator shall:

- Provide leadership and support, as appropriate, in implementing the philosophy, goals, objectives and course of study of the Charter School. Encourage and ensure opportunities for parents, students and staff to participate in shared decision-making and in establishing new directions and goals. Communicate the importance of shared responsibility for the development of the whole school community. Communicate the Charter School vision and values so that all members of the Charter School community understand their roles and contributions.
- Work in cooperation with the Charter Council, faculty, parents, and school staff and facilitate communication among these groups. Serves in an advisory capacity as the ex-officio to the Charter Council.
- In cooperation with the Office Manager and Business Manager, establish and maintain an effective system for managing all files and records regarding personnel, students, accounting,

enrollment and other record systems as needed. Monitor student attendance, with the Office Manager and a teacher liaison.

- Prepare class schedules in cooperation with the teachers, and assist them with total program evaluation of student services within the Charter School, including special needs. Determine, with director of special education for UUSD, the administrative representative for IEP meetings.
- Maintain professional competence and current knowledge of the educational field, especially Charter-related knowledge and Steiner-inspired methodology. Act as a liaison to the state and national Charter School associations and networks.
- Act as direct liaison with UUSD. Create and maintain a relationship with the State Department of Education and the State Superintendent.
- Represent the Charter School at professional meetings as required, and other agencies and financial institutions, including MCOE, and the Charter Division of CDE.
- Review and authorize all contracts entered into by the Charter School in coordination with ROCS Charter Council and UUSD.
- Ensure compliance with all appropriate government regulations and oversee Charter renewal process.
- In cooperation with the faculty and Charter Council, develop and actively maintain a program of public relations to further community understanding and support of the Charter School. Participate in community and school-wide education nights, festivals and ceremonies.
- Establish a safe school environment for all students which respects individual differences and diversity. Help with discipline challenges and special needs issues. Develop plans and procedures that assure the health, safety, conduct and welfare of students consistent with ROCS procedures and the due process rights of students. Plan, supervise and direct fire drills and emergency preparedness.
- Organize, administer and direct operations of the Charter School site. Assure proper management of materials, equipment, buildings and grounds.
- Troubleshoot and manage crises when necessary.
- Plan, direct and monitor the fiscal operations at ROCS in accordance with Charter School policies and procedures.
- Develop and administer the Charter School budget, assure the proper allocation of funds for instructional and non-instructional equipment, materials, staff development and training.
- Oversee all legal and insurance issues in coordination with UUSD.
- Investigate and secure funding sources for ROCS.
- Provide for the selection, supervision, training and evaluation of all personnel.
- Conduct classroom observation when needed and assure maintenance of high professional standards.
- Coordinate and maintain contracts and compensation packages for all employees.
- Model a high level of enthusiasm for work. Maintain visibility and an open-door policy.

None of the duties of the Administrator will be contracted out to a third party without Charter Council approval.

Parent Involvement

Parents are an integral part of River Oak Charter School. Their involvement is crucial to the success of the Charter School. In addition to serving on the Charter Council, Parent Council, and the Site Council, parents are encouraged to help in the classroom and on field trips, to serve on school committees, and to support festivals and fundraising efforts.

Parent Council is comprised of a parent representative from each classroom for a total of 10 parents. The Parent Council elects a Chairperson annually to head the council, post agendas, and

maintain minutes of its meetings. This council is instrumental in fundraising, supporting the faculty, and serving on important committees.

A faculty representative and the Administrator, as an ex-officio member, sit on the Parent Council. The Parent Council represents parent concerns and serves as the liaison for parent/staff relations. It provides for support of the classroom and school site programs.

A future goal is to appoint a parent Volunteer Coordinator who will develop a plan for additional volunteer opportunities. (Exhibit J - *Parent Council Bylaws*)

Faculty Involvement

The Faculty Council is composed of all classroom teachers, assistants, and specialty teachers, with the Administrator acting as an ex-officio member. The faculty council meets weekly to discuss the life of the Charter School and community. It is responsible for curriculum, instruction and professional development.

The faculty council also:

- Monitors student progress toward meeting charter outcomes and state achievement targets.
- Implements the curriculum and participates in the life of the Charter School, including festivals and celebrations.
- Implements appropriate teaching strategies, student interventions and assessment tools to ensure that ROCS students achieve their full potential.
- Participates in Charter School committees, IEPs, SSTs, 504 meetings.
- Participates in professional development activities.
- Selects representatives to advise the Charter Council and Parent Council.
- Selects faculty chair to facilitate the Faculty Council meetings, and to assist in the administration of the educational program.

Site Council

ROCS Site Council is an advisory committee to the Charter Council. Per Ed. Code 52850-52863, it is composed of six (6) members -- 2 classroom teachers, 3 parent/community members, and the administrator to ensure parity between the administrator, classroom teachers and parents/community members.

The Site Council is charged with the responsibility of overseeing Title I and state funds.

The duties include:

- forming a comprehensive school site plan
- reviewing the site plan each year
- modifying the site plan as needed
- reviewing student achievement data on an on-going basis
- recommending improvements to programs and services
- monitoring the implementation and compliance with recommendations of the Site Council

In addition, the Charter Council may authorize the Site Council to participate in the in-depth studies of school wide issues, such as facility purchases, the budget, curriculum, and policy to render recommendations to Charter Council.

(Exhibit K - *Site Council Bylaws*)

(Exhibit L - *ROCS Organizational Chart*)

E: QUALIFICATIONS TO BE MET BY INDIVIDUALS TO BE EMPLOYED BY THE SCHOOL

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

General Qualifications for Teachers

ROCS retains and employs core and college-preparatory faculty who hold appropriate California teaching credentials, permits, or other documents issued by the Commission on Teacher Credentialing and who have obtained a CLAD or BCLAD certificate or endorsement and undergo continuous professional development related to effectively teaching English Learners. All ROCS teachers meet NCLB requirements, and currently all 10 classroom teachers have earned Waldorf certification. ROCS adheres to the “highly qualified” definition included in the Every Student Succeeds Act, in accordance with the timelines specified in the Act and the regulations adopted by the State Board of Education.

When interviewing for teachers, we also consider the following: advanced degrees; Spanish/bilingual capabilities; public school teaching experience; the ability to meet the needs of students with special needs mainstreamed into the classroom; Steiner-inspired training and teaching experience; and understanding of the developmental model of the child. We also examine the applicant’s educational philosophy, methods for classroom management, flexibility in thinking, and her/his ability to communicate and work effectively with children, parents and colleagues.

Whenever personnel are hired or leave during the school year, UUSD is notified on a monthly employee conformance list which includes information on credentials and expiration dates, TB expiration dates, finger printing results and background checks for all employees of ROCS.

Employee Qualifications

ADMINISTRATIVE STAFF

Jeanne Yttreness (2019) Interim Administrator

Education: BA Sociology Humboldt State, MA in Education, Sonoma State University

Credentials- Clear Administrative Service Credential, Elementary Life Credential K-9, Single Subject Social Studies.

Biography: Jeanne comes to us with 37 years of experience as a teacher, administrator and coach. She has taught every grade but 4th. College. She loves the field of education and could not be happier being back in the realm of the education for our children. Jeanne is married to Monte, has two grown children, a foster daughter, and 5 grandchildren. She finds time to read, crochet, crafts and volunteers at her church. She is also a member of Kiwanis, serving children.

Haynes, Lucy (1999) – Office Manager; Registrar

Education: B.A., Biology, UC San Diego

Biography: Lucy is one of the founders of River Oak, and has been employed by the School since it opened. She started out as an attendance clerk, and today she serves as the school registrar and office manager. Lucy enjoys reading, sewing, gardening, walking, and spending time with her family and pets. Her daughter Susan is a 2006 graduate of River Oak, and a 2014 graduate of Stanford University.

Strom, Lisa (2014) – Business Manager

Education: B.S., Business Administration/Accounting, CSU, Chico

Biography: Lisa comes to the school with 6 years of experience as the River Oak Business Manager (when the School's business services were contracted through MCOE). Throughout college she worked full-time in the banking industry and after graduating from college became an Independent Auditor of school districts and colleges. She enjoys spending time with her family and friends, and truly appreciates the slow-paced and simple life that comes with living in this area.

Shalyn Eppler (2019) – Attendance/Payroll Technician

Education: and Course work: Merritt College and Humboldt State University majoring in English.

Biography: Shalyn was hired as the Attendance Secretary, and came to the School with a strong background in clerical and website experiences. She is proficient in Spanish. She really enjoys working at River Oak where she can help facilitate positive school experiences for students and their families and the entire staff.

Autumn Mahan (2018) – Office Assistant

Education: Coursework and training: AA Degree Allied Health, Mendocino Community College

Biography: Autumn was officially hired by River Oak in 2018 but she volunteered her time at the School. Prior to her hiring, Autumn was the Board President and Scheduler.

KINDERGARTEN TEACHERS

Coleman, Rachelle (2019)_Crimson Clover Kindergarten Teacher

Education: Studied Education at Southern Illinois University, Brandan University, and Principia College, BA Sociology and Education

Credentials: BA California State Teaching Credential, Waldorf Teaching Certificate

Biography: Rachelle comes to River Oak with a lot of experiences working with children of all ages. She has taught pre-school, and various grades at the Monterey Bay Charter School. She was an after school care assistant at the Waldorf School of the Peninsula.

Meeker, Camille (2006) - Golden Sun Kindergarten Teacher

Education: B.A., Anthropology and Environmental Studies, UC Santa Cruz; Multiple Subject Teaching Credential, Sonoma State University; Waldorf Teaching Certificate, Bay Area Center for Waldorf Teacher Training

Credentials: Multiple Subject Teaching Credential; Waldorf Teaching Certificate

Biography: Camille started as a class teacher at River Oak with a class of first graders. She and the children journeyed through the grades together and graduated eighth grade in June 2014. Her students entered high school as incredibly capable, creative, and kind-hearted individuals. After graduating her class, Camille accepted the Spanish specialty teacher position at ROCS, a position for which she is well-qualified—she taught Spanish bilingual classes at the Anne Darling Elementary School in San Jose before joining the faculty at River Oak. Camille states, “My goals in education are to teach cultural awareness, communication, creativity, and kindness towards each other and the environment.”

CLASS TEACHERS

Mize, Kristin (2005) – Grade 1 Teacher

Education: B.A., Liberal Studies, Sonoma State University; Multiple Subject Teaching Credential, Dominican University; Waldorf Teaching Certificate, Center for Educational Renewal, Santa Rosa, CA

Credentials: Multiple Subject Teaching Credential; Waldorf Teaching Certificate

Biography: Kris came to River Oak with a background in public school teaching. At Anderson Valley Unified School District, she taught junior high math from 1996 to 2003, fourth grade from 1994-1996, and she served as a resource assistant from 1986-1994. River Oak hired Kris to start-up and direct a new preschool, but pre-school never came to pass. However, Kris was soon hired to teach the new first grade. Today she is still teaching the same group of students—now in eighth grade. Kris believes that teaching requires an open heart and constant striving. “I find I am always learning new things right alongside my students. In their eighth grade year, the students in my class fill me with pride; they are thoughtful, compassionate individuals who take their education seriously.” Kris looks forward to the presentation of their eighth grade projects—a culmination of 50 hours on an extracurricular project and 20 hours of community service. Kris enjoys gardening, cooking, crafting, reading, swimming, and playing with her two young grandsons. She loves living in Mendocino County with its beautiful beaches, rivers, and mountains—like one giant playground!

Stubben, Lori (1999/2013) – Grade 2 Teacher

Education: B.A., Anthropology, UC Santa Cruz; B.A., Southeast Asian Studies, UC Santa Cruz; Multiple Subject Teaching Credential, California State University, Monterey Bay; Waldorf Teaching Certificate, Rudolph Steiner College, Sacramento; Anthropology, California Institute of Integral Studies, San Francisco; Theater (shadow puppetry and Shakespearean studies), University of Oregon, Ashland

Biography: Lori is a founding member of the River Oak faculty, having accepted the position of first grade teacher in the school's 1999 inaugural year. She stayed with her first class until they graduated from eighth grade in 2008, when she left to pursue other interests. In 2013, she returned to accept the position of fourth grade teacher. She plans to stay with her current class through eighth grade too. Lori enjoys gardening, international and healthy cooking, dance, theater, singing, travel, history, and fiber arts (sewing, weaving, spinning, and knitting). She spent three years teaching English in Japan, 1 summer studying archeology in Israel, and two semesters studying Indonesian culture in Java.

Douthit, Jennifer (Jenn) 1999 – Grade 3 Teacher

Education: BA Liberal Studies Elementary Education, Humboldt State University

Credentials: MS Teaching Credential Humboldt State University

Biography: Jenn came to River Oak Charter School with other 15 years experience with children before she was hired first as a utility teacher last year and now as a 3rd grade teacher. Her own children attend ROCS so she has the experience as a parent and understands first hand the process of our school.

Martinez, Rebekah (1999) – Grade 4 Teacher

Education: B.A., Psychology, Chico State University; A.A., General Education and Basketball, College of the Canyons; Multiple Subject Teaching Credential, Sonoma State University; Waldorf Teacher Training, Center for Educational Renewal, Santa Rosa

Credentials: Multiple Subject Teaching Credential; Waldorf Teaching Certificate

Biography: Rebekah started her career at River Oak when the doors first opened, and she was hired as the director of the aftercare program. In 2003 she accepted the first grade teacher position and carried her students through their eighth grade year. She is in her second teaching cycle with a new

group of students whom she started with in first grade too. Rebekah's educational philosophy stems from her desire "...to bring balance in being, reverence for nature, and most importantly love for learning and life." Her interests include children, the natural world, music, health, fitness, and much more. She enjoys her family and community and hopes to make a difference in the world through love, reverence, and the balance that she brings to teaching and beyond.

teaching English in Japan, 1 summer studying archeology in Israel, and two semesters studying Indonesian culture in Java.

Oberti, Dolly () – Grade 5

Education: B.A., Liberal Studies (emphasis in Human Development), Sonoma State University; Santa Rosa Junior College; Multiple Subject Teaching Credential, SSU; Waldorf Teaching Certificate, Center for Educational Renewal, Santa Rosa, CA.

Credentials: Multiple Subject Teaching Credential; Waldorf Teaching Certificate

Biography: Prior to River Oak Charter School, Dolly held the position as the woodworking and middle school art specialty teacher for six years at SunRidge Charter School, Sebastopol CA. Born and raised in San Francisco, one of eight children, she appreciates cultural diversity, a sense of community, and family. In 1979, she moved to Sonoma County, where all her children were born and raised on The Hill, in the home her husband and she built. Dolly was introduced to Waldorf education through her four children, who all experienced a Waldorf K-8 education. She loves children, enjoys family time and large gatherings at the dinner table, as well as gardening, building, and exploring the arts. Her travels so far have taken her to Mexico, Canada, Thailand, Costa Rica, Argentina, Peru, Chile, Patagonia, and the Virgin Islands. The deep family roots and multi-generational ties of the River Oak community have impressed her. It is an honor to be part of the River Oak team, with an opportunity to hold and guide the class children into becoming the best humans possible!

Sadlier, Carissa (2001) – Grade 6 Teacher

Education: B.A., Humanities, Natural Building and Communities Emphasis, New College of California, San Francisco; The Art of Teaching Grades 1, 2, 3, Rudolph Steiner College, Sacramento; Textiles studies, Mendocino College; Waldorf Teaching Certificate, Rudolph Steiner College, Sacramento; University Intern Teaching Credential, California State University, Monterey Bay

Credentials: Multiple Subject Intern Credential; Waldorf Teaching Certificate

Biography: Carissa was initially hired at River Oak as a classroom Assistant, and then held the position of handwork teacher for five years until accepting the first grade teacher position in 2014. She embraces Rudolph Steiner's curriculum for Waldorf schools which is based on a profound understanding of child development, and that addresses the heart and hands, as well as the intellect. She loves all things creative—especially handwork. She has traveled through Europe, visited museums, lived in Paris, and watched the Berlin Wall fall. She is an advocate of conscious parenting. Her daughter and older son are graduates of River Oak, and her younger boy attends the school now. Waldorf education spans the generations in her family; her husband attended the Waldorf School of Mendocino County.

Williams, Adam (2004) – Grade 7 Teacher

Education: B.A., Environmental Studies and Communications, University of Vermont; Multiple Subject Teaching Credential, Dominican University; Waldorf Teaching Certificate, Center for Educational Renewal, Santa Rosa, CA; The Art of Teaching Grades 1,2,3,4,5,6,7,8, Rudolph Steiner College, Sacramento, CA; Extra trainings in Waldorf education: high school level math, science, and English

Credentials: Multiple Subject Teaching Credential; Waldorf Teaching Certificate

Biography: Adam joined the River Oak faculty as the eighth grade teacher and carried them through graduation. The following year he took the new first grade class and carried those students through their eighth grade year. Presently, he's on a new teaching cycle with his newest students

who are in the second grade. As a boy, Adam grew up in rural Vermont, far away from the hustle and bustle of city life. His childhood experiences helped to cultivate in him an active imagination and a deep respect for nature. He attended the University of Vermont where he majored in Environmental Studies and designed his own minor called “Integrated Communications”. In 1998, Adam wrote a thesis about climate change that was published internationally by the “Earth Island institute”. He also has a background in theater, has tutored writing at the college level, and is currently working towards publishing his first children’s book. Adam enjoys fly-fishing and snowboarding when he isn’t busy enjoying time with his family.

Bet, Meagan (2010) – Grade 8 Teacher

Education: B.A., Elementary Education, Humboldt State University; Waldorf Teaching Certificate, Center for Educational Renewal, Santa Rosa

Credentials: Multiple Subject Teaching Credential; Waldorf Teaching Certificate

Biography: Meagan entered the School as the seventh grade teacher. She graduated her class from eighth grade two years later and returned the following year to take the new first grade class. She remains with those students today and finds it amazing to watch her them grow as scientists, artists, writers, and performers. In her free time she enjoys traveling, exercising, and spending time with friends and family.

SPECIALTY TEACHERS

Cunnam, John (2008) – Woodwork Teacher; Aftercare Woodwork Teacher

Education: A.A., Biodynamic French Intensive Gardening, Riverside City College

Credentials: Vocation Education Credential

Biography: John is an inspiring and patient teacher for woodwork classes in the middle school. His students eagerly anticipate his classes each week. He is also beloved with the aftercare children where he teaches enrichment classes to grades 1-8. One can find aftercare kindergarten students eagerly looking on, awaiting their chance to join his classes when they reach the first grade. In addition to his regular teaching duties, John has created a beautiful master plan for the grounds of the school. He is also the proud grandfather of four River Oak students.

Lewis, Clovis -Stringed Instruments Music Teacher 2011

Education: BA Music, Theory and Composition for UC Santa Barbara

Biography: Clovis comes to River Oak Charter School well qualified. He has composed numerous works ranging from ensemble to electric and orchestral pieces. He began teaching as a freshman at UC Santa Barbara and accepted a position as an Associate Professor of Computer Music. He has played cello with many orchestras .

May, Dorian (2007) – Band Instruments Music Teacher

Education: B.A., Music, Band, CSU, Long Beach; A.A., Music, Cerritos Community College; Single Subject Teaching Credential, Music K-12, Chapman University and Sonoma State University

Credentials: Single Subject Teaching Credential, Music K-12

Biography: Well before his career at River Oak began, Dorian was already an established music teacher. In 1998, he was the artist-in-residence for both the San Bernardino Arts Council and the Arts Council of Hesperia where he taught hand-drumming to elementary school children. He did his student teaching under the mentorship of Jeff Tower, the director of the Hemet High School Concert and Jazz Bands. He followed with teaching band/music at San Jacinto High School and a near-by middle school. Later he moved to Blue River, Oregon, to teach band and elementary music to K-12 classes at the McKenzie Unified School District. In 2002, he and his wife moved to Mendocino

County where he has been teaching music and band to children of all ages ever since. In addition he maintains an active professional performing career as both a musician and band leader in Mendocino, Lake, and Sonoma Counties.

Nicholson, Terri (2012) – Reading Teacher

Education: M.A., Buddhist Education, Dharma Realm Buddhist University; B.A., Religious Studies, UC Santa Barbara; “English Learners – Focused Approach”, Ukiah Unified School District; College Preparatory Math, Dominican University and Mendocino County Office of Education

Credentials: Multiple Subject Teaching Credential, Dominican University; Reading Certificate Added Authorization

Biography: Terri teaches math to middle school students. Historically, she has taken a leadership role in local education: Board of Directors, Dharma Realm Buddhist University; “Writing Cadre”, Ukiah Unified School District; and Teacher Consultant for the National Writing Project.

Farmer, Grace (2018) Choral Music Teacher

Grace Farmer grew up here in Mendocino County and spent much of her youth singing, acting, and dancing with SPACE (School of Performing Arts and Cultural Education) and at the Ukiah Players Theatre. Vocal music always meant the most to Grace and she discovered her love of singing in groups when she became part Rick Allen's esteemed choir program at Ukiah High School. During those years, she was also part of the founding collection of young women who sang together as the acappella group Breath under the direction of Ali Frochen Miller.

Grace left home for Scripps Women’s College in 2001 where she received her BA in American History, followed by a Certificate in Museum Studies at Tufts University and a Masters in Arts Administration at Boston University. This community means a lot to Grace, however, and she soon returned home to help run her family’s grass-fed cattle ranch in Potter Valley. Always finding time for music, she began teaching singing classes at SPACE in 2015 as well as River Oak Charter School in 2018.

Grace's approach to and relationship with music has always been rooted in the joy and connection it brings. She believes music speaks to everyone across all ages and cultures and what a gift it is to be able to share and nurture it here in the community she loves.

(2014) – Handwork Teacher

Hutchinson, Catherine – Games/Circus Teacher

Education B.A., Art, University of Colorado; Waldorf Teaching Certificate, Rudolf Steiner College, Sacramento Credentials: Waldorf Teaching Certificate

Biography: Catherine attended Waldorf School in Colorado (K-12), an education which cultivated her love of learning and creativity. She has a passion for the playful challenge of circus arts, and loves to share this joy with children. She has taught circus arts for various different programs over the years, both aerial arts and ground skills. Besides juggling with others and hanging upside down, Catherine also enjoys time in nature, reading, cooking, handwork, and painting.

Jirout, Amy –Spanish and Food Service Director/Chef 2019

Education- AA Degree in Business Management 2006. Several classless in Spanish from Conversational to Spanish for Spanish Speakers. She is able to read, write and speak Spanish clearly and professionally.

Biography-Amy's goal is to become a credential teacher in the primary grades as well as to complete her Waldorf training. She wants to inspire children by making a difference in any child's life through school enrichments, cultural studies and the arts.

She has currently taken on the role and responsibilities of being ROCS first Food Director and Chef.

Steely, Sandy- Woodwork Assistant

Education: Bachelor of Humanities- Painting, New College of California, San Francisco, CA Life Drawing and Business of Art, Fort Mason Art Center, San Francisco, CA.

Biography- Sandy loves to inspire and direct students in Art and wood working projects that promote self-confidence. She is skilled in working with children of all ages and abilities. She loves to see the look of success on their finished product. She has successfully participated in numerous Bay Area and Mendocino County Art Shows and Crafts Fairs.

INSTRUCTIONAL ASSISTANTS**Campbell, Sonya (1999) – GSK Instructional Assistant**

Education: A.A., Child Development, Mendocino College; Coursework in Art History, Mendocino College; Coursework on Healthy Schools, Rudolph Steiner College

Biography: Sonya is a River Oak founder, and she helped enormously with the process of getting the school up and running. She is also the artist who created the ROCS oak tree logo. Her three children attended River Oak, two of them completing first through eighth grade.

Freitas-Losak, Stina (2010) – Grade 1 Instructional Assistant; Aftercare Coordinator; Yard Supervisor

Education: B.S., Botany, Humboldt State University; The Art of Teaching Kindergarten, Rudolph Steiner College, Sacramento

Biography: Stina was originally hired as a kindergarten Assistant, but eventually found herself in first grade. She loves working with the children at River Oak. In her free time she enjoys spending time with her family—camping, cooking, reading, gardening, and crafting.

YARD SUPERVISORS**Danielle Smith (2004) – Yard Supervisor**

Biography: Danielle is long-time volunteer and employee of River Oak. Before she was hired in her yard supervisor position, she helped out in every way that she could as a parent volunteer while her son attended the School. She also served as a member of the Parent Council.

SUPPORT STAFF**School Nurse**

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AFTER CARE PROGRAM (ACORN HUT)

Eliazar Moreno-Vaca (2007) – Aftercare Director; ELPAC Coordinator

Education: A.S., Mendocino College

Biography: Eli joined the River Oak staff as the kindergarten Assistant in Golden Sun Kindergarten. She is bilingual, and her dual language skills along with her talent for working with children soon made her an asset to the school as a communications specialist with the Spanish speaking families. She presently serves as the CELTD Coordinator and director of the aftercare program. She really enjoys working with EL students—reading and listening to them. Her hobbies include running, hiking and just about any outdoor activities.

Poloynis, Heidi (1999) – Aftercare Assistant

Education: Coursework, Botany, Textiles, and Fabric Dying, Mendocino College; Lifeways Childcare Provider Training, Cardwell Early Life Center, Rudolph Steiner College, Sacramento; Tribes After School Training Center, Tribes Learning Communities, Napa, CA

Biography: Heidi is one of the founders of River Oak and has been part of the School since its inception. She has grown and learned a great deal from the ROCS teachers, and, in particular, Kayla Meadows who provided her with weekly mentoring sessions to teach her how to integrate Rudolph Steiner's methods into the aftercare program. Heidi presently has one child who graduated from ROCS, 1 child in eighth grade, and 1 child in kindergarten—quite an accomplishment.

Specialty Teachers

In addition, ROCS employs specialty teachers to supplement class teachers for grades 1-8, to lead noncore, noncollege-prep specialty classes and activities on a limited basis. Specialty teachers are considered instructional support staff and demonstrate appropriate subject matter expertise and the capacity to work successfully in the classroom environment. Our specialty teachers teach a variety of subjects, including, but not limited to: foreign languages, art, music, choir, handwork, woodworking, and movement/games. These individuals teach under the supervision of the class teacher. The specialty teacher's student assessments are included in the students' report cards.

Professional Development

Professional development for both new and experienced teachers is a priority at River Oak Charter School. New teachers participate in all aspects of the North Coast Teacher Induction Program (NCTIP). New teachers are paired with a support provider who is an experienced teacher. They have ongoing meetings at least once a week to examine and improve the teaching practices of the new teacher. New teachers and their support providers attend monthly seminars presented by the NCBTP. New teachers may also be paired with an experienced Steiner-inspired educator and have weekly ongoing mentoring sessions.

All teachers at River Oak Charter School have frequent opportunities for meaningful professional development. Teachers may attend seminars presented by the Mendocino County Office of Education or the Sonoma County Office of Education ("SCOE"), such as "Transition to Common Core" and RTI workshops. Several River Oak Charter School teachers have attended the California Charter Schools Association Conference. When a teacher attends a conference or seminar, it is regular practice to have time reserved at faculty meetings where ideas and innovations can be shared with the faculty.

Teachers also regularly attend Steiner-inspired Teacher Training Courses, consisting of, at a minimum, one week in the summer and one week in February. Public funds are not used for the Steiner-inspired professional development courses for our teachers. Many of the teachers are also participating in ongoing Steiner-inspired training at the Center for Educational Renewal in Santa Rosa, CA, and attend the annual *Alliance for Public Waldorf Education* conference.

Professional development is ongoing at River Oak Charter School as a result of a strong and dynamic professional learning community. Our model of education has the same teacher follow his or her class for multiple grades, and as a result, a teacher has an entire community of educators as a resource to call upon. It is normal practice for teachers to hold informal meetings amongst themselves where ideas and methods are discussed and shared. This dynamic professional learning community also holds all of our teachers to a high standard of professional development. We hold each other accountable for continual professional growth and all strive to meet that expectation.

Administrator

The administrator is hired based on applicable public school and business experience. A Bachelor of Arts degree and financial expertise are expected. Other areas considered for a candidate include Steiner-inspired education training and/or experience, and public service. The Administrator will be evaluated annually. The evaluation process spans the academic year starting with goals and objectives established at the start of the school year and culminating with a written evaluation prepared and delivered in the spring. Input for the evaluations will be obtained from the Parent Council, Faculty Council and the Charter Council. Evaluation sheets will also be collected and tabulated from all staff.

Non-Certificated Employees

Classified employees are hired based on relevant education, training and experience in their field. Instructional Assistants are NCLB compliant.

F: HEALTH AND SAFETY PROCEDURES

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

ROCS has implemented a comprehensive set of health, safety, and risk management policies. An onsite designee shall oversee proper reporting procedures for all safety issues, injuries or other health and safety related occurrences. An employee Safety-Health Handbook will be provided to each employee upon hire.

Parents feel safe sending their students to ROCS. On average, ninety-eight percent (97%) of parents responding to our annual “teacher effectiveness survey” gave the highest affirmative ranking to the statement: “My child feels safe to learn at River Oak Charter School.” There have been no expulsions since ROCS’ inception in 1999. ROCS has adopted policies to insure the health and safety of the students including emergency procedures, and earthquake, fire, and campus lockdown drills.

Procedures for Background Checks

ROCS complies with the provisions of Education Code Sections 44237 and 45125.1 regarding the fingerprinting and background clearance of employees and contractors prior to employment or contract services, or any unsupervised contact with pupils of River Oak Charter School. Each employee of the Charter School has been fingerprinted, checked through the Department of Justice (DOJ), and has furnished the Charter School with a criminal record summary; each volunteer who accompanies students on overnight field trips, or field trips more than 150 miles from the School, will be fingerprinted, checked through the DOJ, and shall furnish ROCS with a criminal record summary. The Administrator or designee monitors compliance with this policy.

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters and follow all applicable reporting laws and ROCS policy which was adopted on December 10, 2009. All staff members receive annual training in Mandated Child Abuse reporting.

Tuberculosis Testing

ROCS follows the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

ROCS requires all enrolling students to provide documentation of immunization in accordance with the law, including immunizations for Polio, Diphtheria, Tetanus, Pertussis, Measles, Mumps, Rubella (MMR), Hepatitis B, Varicella (Chickenpox), and DTaP and meningococcal conjugate vaccine for 7th grade, as described in the Department of Health Services Document IMM-231.

Parent/guardian presents evidence of immunizations required to enter kindergarten, or documentation of medical exemption to immunization signed by M.D. or D.O., only. If the student is homeless and needs to obtain immunizations or does not possess immunization or other medical records, the Administrator or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

Parent/guardian presents evidence of immunizations required to enter seventh grade, or documentation of medical exemption to immunization signed by M.D. or D.O., only. If the student is homeless and needs to obtain immunizations or does not possess immunization or other medical records, the Administrator or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the

parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

Administration of Medication

ROCS adheres to the provisions of Education Code Section 49423 regarding the administration of medication in school. Any student requiring the administration of medication in school has on file written statements from both the child's physician and from the parent/guardian regarding the details of the medication. These statements are renewed annually. The unlicensed personnel who administer these medications are trained in the safe administration of the medication and to be alert for any adverse reactions. All such medications are kept securely locked up.

Students who have written statements on file from both their physician and their parent/guardian to carry and self-administer an asthma inhaler or Epi-pen may administer their own medications as needed. A signed statement is kept on file releasing school personnel and the school district of any civil liability in case of an adverse reaction. In addition, a signed release is kept on file giving the School Nurse and other designated personnel liberty to consult with the child's physician regarding the administration of said medication in school. (See Exhibit G – *ROCS Policies*)

Vision/ Hearing/ Physician Examination

ROCS adheres to the provisions of Education Code Sections 49450-49456 with regard to physical exams of students in school. The school contracts for nursing services to complete all required screenings and referrals.

Vision— The School Nurse screens all students in mandated grades annually for visual acuity, gross eye anomalies, visual performance and perception; the School Nurse screens all male students for color vision. Referrals are made for students who fail the vision screening.

Hearing— The School Nurse screens all students in grades K, 2, 5 & 8 annually for hearing acuity. Referrals are made for those students who fail the initial screen or who are absent on the day of screening.

Physical examination— ROCS adheres to the provisions of Health and Safety Codes 324.2, 325.5. Each 1st grade student must receive a California Health and Disability Prevention (CHDP) physician examination, and provide the school with form PM-286, completed by the physician; the parent/guardian may file a waiver in lieu of the examination. The level of compliance is reported to MCOE each year. (See Exhibit G – *ROCS Policies*)

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's Emergency Preparedness Plan complies with FEMA and OSHA recommendations and is submitted for incorporation into the county disaster plan. These policies will be developed in consultation with the school's insurance carriers and at a minimum include:

- Response to natural disasters and emergencies including fire, flood, breach of Coyote Dam, earthquake, dirty bombs and toxic spills, siege, explosions, airplane disasters, and serious personal injuries
- Training of personnel in emergency response and exposure/ handling of hazardous materials
- Insuring the safety and limiting the liability for students, staff and volunteers for off campus events, and for persons coming to or leaving campus
- Insuring safety and limiting liability for volunteers working on campus.
- ROCS adheres to an Emergency Preparedness Plan
- Incident Command System Organization
- Emergency Telephone Numbers
- List of Emergency Supplies and Equipment
- Emergency Drill Report

These policies are incorporated as appropriate into the classroom “emergency preparedness” binders and are reviewed on an ongoing basis.

(Exhibit N - *ROCS Emergency Preparedness Plan*)

Blood Borne Pathogens

ROCS meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials on campus. A written “Exposure Control Plan” is in place, designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Faculty and staff are trained annually. Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Smoke Free Environment

ROCS maintains a drug and alcohol and smoke free environment, and adheres to the Code of Federal Regulations, Title 49, Parts 40 and 382, and to UUSD policies.

Sexual Harassment Policies and Procedures

River Oak Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Misconduct of this nature is very serious.

Concerns about sexual discrimination or harassment are addressed through the Uniform Complaint Procedure adopted by ROCS.

Suicide Prevention

In compliance with Education Code Section 215, ROCS recognizes that suicide is a major cause of death among youth and should be taken seriously. ROCS’s suicide prevention strategies include, but aren’t limited to, efforts to promote a positive school climate that enhances students feelings of connectedness with the school and is characterized by a caring staff and an amicable relationships among students. Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, he/she promptly notifies the Principal. The Principal or his/her designee then notifies the student’s parents/guardians as soon as possible and may refer the student to mental health resources in the community. ROCS added the suicide hot line number on the back of students’ ID cards beginning the Fall of 2019.

BALANCE

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

ROCS is a free, public Charter School that is non-sectarian in its admission process. The means by which the Charter School achieves a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted consists of public announcements of the Charter School's program that neither encourage nor discourage any particular racial or ethnic group from gravitating to the Charter School. ROCS maintains information concerning the ethnicity of all ROCS students, and if the balance is not reflective of that of the local population, an Outreach Committee of school parents and ROCS staff discusses the imbalance and explores best uses to connections of ROCS parents and students to prospective students, which may include additional outreach initiatives, to remedy the situation.

It is ROCS' intent that the Charter School attracts a diverse enrollment. Practices ROCS shall use to fulfill this intent include having:

- designed bi-lingual outreach materials to provide prospective students with information about *ROCS*;
- bi-lingual speakers (e.g., staff, parents, and students) at events that attract students from a demographically representative population;
- staff, students, and their families providing information to interested community members in English and Spanish; and
- informative bi-lingual brochures and fliers posted and distributed through community businesses

The increasing enrollment of Hispanic/Latino students will be evidence that these practices and the staff's unmitigated commitment to diversity contribute to a racial and ethnic balance of the student population.

Specific practices/policies used to attract a diverse applicant pool/enrollment:

It is our goal that the racial and ethnic balance of our School reflects the territorial jurisdiction of the Ukiah Unified School District. We want to serve a cross section of the children/families from the community, with the socioeconomic and ethnic mix reflected in our enrollment.

Efforts to reach prospective families in the Ukiah Valley occur on many levels. Promotional and informational materials are distributed in English and Spanish to a variety of community groups and agencies that serve the various racial, ethnic, and interest groups in the Ukiah Unified School District. These efforts include: publicity and event notices in *Al Punto*, the *Ukiah Daily Journal*, *Family Life Magazine*, library, merchant windows, and other public settings; presence at the *Sweet Saturdays* at the Ukiah Public Library, *Ukiah Country Pumpkin Fest*, *Family Life Family Expo*, *Pastels on the Plaza*, *Moonlight Movie Madness*, free Concerts in the Park, and various other community events.

Materials that have been translated into Spanish are available in our office and posted on our website, www.riveroakcharterschool.org.

Data to document improvement in racial/ethnic balance:

Below is a table showing ROCS school enrollment by ethnicity during our most recent renewal period:

River Oak Charter School School Enrollment by Race					
Race	2014-15	2015-16	2016-17	2017-18	2018-19
	# (%)	# (%)	# (%)	# (%)	# (%)
Hispanic or Latino of Any Race	48 (20%)	46 (19%)	47 (20.0%)	49 (20.3%)	54 (22.04%)
American Indian or Alaska Native, Not Hispanic	5 (2%)	4 (2%)	10 (4.2%)	7 (2.9 %)	7 (2.86%)
Asian, Not Hispanic	3 (2%)	2 (1%)	5 (2.2%)	4 (1.66%)	4 (1.63%)
Pacific Islander, Not Hispanic	1 (0.4%)	1 (0.4%)	1 (.4%)	2 (0.8%)	0
Filipino, Not Hispanic	0 (0%)	1 (0.4%)	2 (.9%)	2 (0.8%)	1 (0.43%)
African American, Not Hispanic	6 (2.5%)	8 (3%)	11 (4.7%)	5 (2.1%)	7 (2.86%)
White, Not Hispanic	159 (67%)	158 (67%)	158 (67.2%)	158 (65.6%)	157 (64.08%)
Two or More Races, Not Hispanic	15 (6%)	17 (7%)	0 (0%)	16 (6.6%)	16 (6.53%)
Not Reported	0	0	1 (.4%)	0	0
Total	237	237	235	241	246

Overall, we see a percentage increase in our Hispanic or Latino of Any Race from 20% to 22% and a decrease in our White Race from 67% to 64% over the past five years, and the percentages of our other groups remaining fairly stable. We have found that our most effective outreach effort has been “word-of-mouth” through our Latino families currently attending River Oak or families that have matriculated. We will continue our outreach efforts in the community with some of the following:

- Spanish advertisement in the local Spanish newspaper, *Al Punto*.
- Spanish advertisement on the local radio station KWNE94.5 FM program.
- Outreach communication at Head Start locations
- A Spanish language school banner is posted on the front of the building
- Our Administrator and ELPAC Coordinator visit local preschools during the Kindergarten Enrollment period (e.g. *Bilingual Preschool, New Morning Montessori, Pinoleville Headstart*)

Festivals are an integral and rich part of River Oak Charter School’s community and curriculum, and provide additional opportunities for reaching out to prospective and interested families. Our May Faire is a public event, providing craft activities, games, plays, musical performances, as well as information on our curriculum with bilingual parents and teachers available to answer questions

The Open Enrollment timeline, calendar, and process are scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process. That information is provided in Spanish in the *Politica de Ingreso* (Admissions Policy) and in the local Spanish newspaper, *Al Punto*. Bilingual promotional materials are made available to pre-schools; posters are distributed in town. Tours of classes in session during school hours are available for interested parents during open enrollment and throughout the school year, and our ELPAC Coordinator provides Spanish translation for these tours, intake meetings, and during Parent Evenings, as needed.

Informational brochures, applications for admission in English and Spanish, the *Kindergarten Handbook*, are made available at no charge, and are placed in public places where interested parties may take copies.

H: ADMISSIONS REQUIREMENTS

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

Student Admission Policies and Procedures and Assurance

- A. River Oak Charter School (ROCS) is non-sectarian in its programs, admission policies, employment practices, and all other operations. Students in grades K–8 who reside in the state of California will be considered for admission to ROCS without regard to actual or perceived disability, gender, race or ethnicity, national origin, 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 individuals with one or more of the above characteristics. Admission to ROCS is subject only to capacity and the school’s admission requirements.
- B. ROCS is open to all grade K – 8 students, including those with special education needs. ROCS will support the administration of all special education services at the school site through an agreement with the charter-authorizing agency or other approved entity and recognizes that students are mandated to receive all services as delineated in an IEP. No student will be denied admission based on disability or lack of available services. The staff will notify Ukiah Unified School District (UUSD) when a special education student enrolls, becomes eligible, becomes ineligible, or leaves ROCS on the monthly report provided to the district. If the student’s district of residence is not UUSD, the staff will notify the designated person at that district.
- C. Recruitment and admission practices will support the enrollment of a diverse student population which is reflective of the racial and ethnic balance of the general population residing within the territorial jurisdiction of the UUSD.
- D. ROCS is a public school. ROCS does not charge tuition.
- E. See Admission Information Appendices

CAPACITY

- A. Total school enrollment capacity = 246
- B. The ROCS Charter Council has the sole authority to change total school enrollment capacity with the approval of the UUSD Board of Trustees.
- C. The ROCS Charter Council will approve the maximum class capacity (“class cap”) for each grade level for the following school year at the December Annual Charter Council meeting of the preceding school year, or as soon as reasonably practicable thereafter. Open spaces, if any, in each class will be determined on the basis of the approved class caps, compared with the number of returning students. The Charter Council will approve appropriate enrollment limits for each grade, based on administrator and faculty recommendations, budget considerations, facility constraints, and the pedagogical requirements of the school’s curriculum which is guided by the core principles of Public Waldorf Education. These class enrollment limits may be revised during the school year with the approval of the Charter Council.

ADMISSIONS PROCEDURES

A. For All Students

1. Parent/guardian submits enrollment lottery application. The enrollment lottery application may be submitted for only one grade level per student. Incomplete or falsified applications may be grounds for denial of enrollment or disenrollment.
2. Parent/guardian proves student residency by attaching one of the documents enumerated by bullet points below to the enrollment lottery application. **Students will not be entered into the enrollment lottery without proof of residency.** Copy of document or written statement offered as verification of residency is retained in mandatory student record.
 - Original and complete PG&E or other utility statement within past 30 days;
 - Current rental agreement with landlord contact information (rental amounts may be obscured);
 - Current year property tax statement (tax amount may be obscured);
 - Current pay stub or bank statement showing activity within previous 30 days (financial figures and other confidential information may be obscured, but address must be apparent);
 - Major credit card statement showing activity within previous 30 days (figures may be obscured, but address must be apparent);

Special case 1: Applicants to the school who reside within the District's boundaries and who believe that they qualify for in-district enrollment preference, but whose circumstances do not conform with the bullet points enumerated above, should submit a detailed explanation in writing, including relevant supporting documentation, to the school at least one month prior to the lottery date. Determination of in-district status in special cases will require written approval of the Administrator.

Special case 2: Proof of residency is not required for homeless students in accordance with the McKinney-Vento Homeless Assistance Act of 1987 and Education Code Section 48850.

3. Parent/guardian and student should visit classroom by appointment. For grades 1 – 8, the visit is from 8:20 – 10:20 am. For kindergarten, the visit is one hour during the early morning. During summer recess, visits are not possible. Failure of homeless students to meet this procedure does not disqualify them from admission.
4. Parent/guardian, student, teacher, and administrator (as needed) should attend an intake meeting by appointment. A phone call meeting with the parent/guardian, or detailed written instructions may take the place of the intake meeting in extreme extenuating circumstances, as determined by the administrator. Failure of homeless students to meet this procedure does not disqualify them from admission.

B. For Seventh Grade Students

Parent/guardian presents evidence of immunizations required to enter seventh grade, or documentation of medical exemption to immunization signed by M.D. or D.O., only. If the student is homeless and needs to obtain immunizations or does not possess immunization or other medical records, the Administrator or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

C. For Kindergarten Students

1. Parent/guardian submits enrollment lottery application for the kindergarten program that corresponds to the student's date of birth (ref. IV.A-IV.C). Parent/guardian cannot appeal kindergarten program placement. The student's date of birth determines placement.
2. Parent/guardian presents evidence of immunizations required to enter kindergarten, or documentation of medical exemption to immunization signed by M.D. or D.O., only. If the student is homeless and needs to obtain immunizations or does not possess immunization or other medical records, the Administrator or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)
3. Parent/guardian presents evidence of minimum age required to enter kindergarten. However, a parent or guardian shall not be prevented or discouraged from enrolling a student, because the student lacks a birth certificate or has records that indicate a foreign place of birth, such as a foreign birth certificate. Typical documents to verify age include:
 - Certified copy of a birth record or a statement by the local registrar or a county Recorder certifying the date of birth;
 - Hospital or physician's certificate showing date of birth;
 - Passport;
 - Baptism certificate duly attested;
 - Entry in a family Bible;
 - An adoption record;
 - Previously verified school records;
 - Affidavit of the parent, guardian or custodian of the minor;
 - Any other appropriate means of proving the age of the child.

D. Registrar completes compliance with other state law requirements.

KINDERGARTEN AGE REQUIREMENTS

A. The School bases its age requirements for kindergarten on the core principles of Public Waldorf Education and state kindergarten minimum age requirements. ROCS offers two kindergarten programs; applicants are entered into the enrollment lottery for the kindergarten program that corresponds to the child's date of birth. No exceptions are permitted. All kindergarten classrooms are mixed age and include students enrolled in both kindergarten programs. The registrar notifies parents/guardians of eligible students of the availability of each program and the age requirements of each.

B. One-year Kindergarten Program

For students who are five years old at the beginning of the school year, having turned five years old on or before May 31 previous to starting kindergarten. Students are enrolled in kindergarten for one year.

C. Two-year Kindergarten Program (includes Transitional Kindergarten)

For students who turn five years old after May 31 and by December 2 of the school year. Within this age group, ROCS offers transitional kindergarten which applies only for those students turning 5 years old between September 2 and December 2. Two-year kindergarten students will matriculate to the conventional one-year kindergarten program the following year.

FIRST GRADE AGE REQUIREMENTS

- A. The School bases its age requirements on the core principles of Public Waldorf Education.
- B. Students who turn six as of May 31 of the school year are admitted to first grade.
Decisions about first grade placement are first determined by age. Exceptions to age-determined first grade placement may be permitted after teacher determination of a minimum of 70% proficiency on assessments of grade level standards based upon teacher generated assessments, observation, and testing. Both the parent and the school must agree to the exception.
- C. The School gives first grade admissions preference to enrolled kindergarten students who turn six as of May 31 of the school year. An enrolled student who turns six after May 31 of the school year, and who is determined by the parent and the school to be first-grade-ready, is admitted to first grade on a space available basis. If no space is available, the student is placed on the first grade wait list. When more than one enrolled student is wait listed for first grade, students are ranked from oldest to youngest.

ENROLLMENT PRIORITY

- A. An enrollment priority is a condition that gives an applicant a higher preference for admission. Statutory enrollment priorities are applied first.
- B. Students who are presently enrolled in the school will be exempted from the enrollment lottery and will have guaranteed enrollment for the subsequent school year (statutory). Currently enrolled students must notify the school of their intent to re-enroll by submitting the school's Intent to Re-Enroll form by the deadline stated on the form. If, however, at any time the school determines that the student did not qualify for an enrollment priority status through which he or she was initially granted admission, the School reserves the right to disenroll the student. In the event of disenrollment, a new enrollment lottery application may be submitted and will be processed in accordance with the student's current enrollment priority status and any current wait list.
- C. Students are considered for enrollment with the priority statuses listed below. When a student qualifies for more than one priority status, the sum of the enrollment priority points is applied to the student's enrollment lottery application.

N/A	Students presently enrolled in ROCS (guaranteed enrollment in the following year)
10 points	Students who reside in Ukiah Unified School District (statutory) ROCS will extend the In-District resident preference to children in families who lived outside of the District's boundaries as of January 14, 2016, and who had at least one child enrolled in ROCS as of the same date. This courtesy extension will be extinguished following the lottery for admissions in the 2017-2018 school year. That is, no families will be eligible for this courtesy as of the admissions lottery for the 2018-2019 school year.
5 points	Students who are the children of employees of ROCS
4 points	Students who have siblings enrolled in ROCS. (Siblings include children living in the same household who share at least one parent, stepparent or guardian).
1 point	Students who reside in the Nokomis Elementary School attendance area <i>Education Code</i> Section 47614.5(c)2

- D. River Oak Charter School does not accept Enrollment Lottery Applications from out-of-state residents.

PUBLIC RANDOM DRAWING (ENROLLMENT LOTTERY)

A public random drawing determines admission when the number of students who wish to attend a specific grade exceeds the class capacity. The School also generates waiting lists from students not admitted through its public random drawing. A neutral third party conducts the public random drawing. The school registrar keeps signed and dated public random drawing records in permanent files at the school.

WAIT LISTS

The School generates wait lists from students not admitted through its public random drawing. Wait lists are created after the public random drawing.

Ranking students

1. Higher preference point values → higher wait list placement
2. Lower draw number values → higher wait list placement
3. Higher preference point values trump lower draw number values

CHALLENGES

Any parent or guardian who believes the Admissions Policy has been misapplied to his or her child Meet with the Administrator.

1. Meet with a designated Charter Council Member
2. A final decision, if necessary, will be mutually agreed upon by the Administrator and the designated Charter Council member.

DISENROLLMENT/ABANDONMENT

- A. The School notifies students and families in writing two weeks in advance of a student's disenrollment from ROCS.
- B. The School disenrolls students who transfer to another school.
- C. The School disenrolls students, if after 30 consecutive days of unverified absences, no forwarding address or request for records from another school is received.
- D. If a student's attendance over a three-month period falls below 80%, the School cautions the family about the compulsory education law, and the School and Family Partnership Agreement is reviewed. If the poor rate of attendance continues for a six-month period, SARB strategies will be exercised.
- E. Students are disenrolled if they are expelled from the school. Acts enumerated in Education Code Section 48900 may be grounds for recommendation for expulsion. A hearing (due process) with the Charter Council is offered to any student recommended for expulsion.
- F. The school district or county office of education of the student's residence will be notified when any student is disenrolled for abandonment or expulsion.

Please see Exhibit O - *Admissions Policy* for comprehensive details regarding ROCS admissions procedures.

Access to Education Records

ROCS designates the charter-granting agency as having a legitimate educational interest such that appropriate employees are entitled access to education records of ROCS students under 20 U.S.C.A 1232g, the Family Educational Rights and Privacy Act and California Education Code 49076(b)(6) ("FERPA"). ROCS, its officers, and employees will comply with FERPA.

I: FINANCIAL AUDIT

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

The ROCS Administrator or Business Manager will initiate an annual independent financial audit of the books and records of River Oak Charter School as required under the Charter Schools Act, Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of ROCS are kept in accordance with Generally Accepted Accounting Principles (GAAP), and as required by applicable law, and the audit is conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in the *Government Auditing Standards*, issued by the Comptroller General of the United States.

A description of the scope of the audit, the manner in which ROCS provides the District with regular financial updates and a process for resolving audit exceptions is addressed in the Memorandum of Understanding between the District and ROCS.

An audit committee of the Charter Council selects an independent auditor through a request for proposal format. The auditor has, at a minimum, a CPA and educational institution audit experience and is 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 is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed within four months of the close of the fiscal year, and a copy of the auditor's findings is forwarded to UUSD, the Mendocino County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Administrator, along with the audit committee, reviews any audit exceptions or deficiencies and reports to the ROCS Charter Council with recommendations on how to resolve them. The Charter Council submits a report to the UUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies are referred to the dispute resolution process agreed upon in the MOU. The independent fiscal audit of the ROCS is public record to be provided to the public upon request.

Financial Reporting

The Charter School shall provide reports to UUSD in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District. The Charter Council will review and approve all of these reports before they are submitted on a timely basis to the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

Insurance

ROCS presently has in place general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. UUSD is named as an additional insured on all policies and ROCS shall provide evidence of the above insurance coverage to the District. Please refer to Exhibit S – *Certificates of Liability Insurance and Summary of Coverages* - for a detailed summary of insurance coverage including the amount of insurance for building and property, workers compensation, and employee liability. This exhibit also includes the excess liability insurance certificates.

Administrative Services

ROCS has employed a Business Manager to manage the fiscal and business related services of the school and to ensure the accuracy of all data and compliance with timelines and deadlines established by law and in accordance with agreements with The District.. The Business Manager is responsible for all fiscal and business related tasks including: year-end closing, finance and budget preparation, grant reporting, federal and state reporting, accounts payable, accounts receivable, payroll, retirement and benefit reporting, cash reconciliation, banking, risk management, developing and implementing policies and procedures to ensure proper accounting and internal controls as well as minimizing risks to the school.

Risk Management

Services administered at the school site include, human resources and personnel management, staff development, student assessment and testing, categorical programs compliance, policy and procedure development and maintenance, direct funding under the state's funding model, and state curriculum requirements.

Additional services that ROCS will contract out to specific agencies include risk management, including insurance (general liability and property insurance), workers' compensation administration and insurance, risk assessment, and legal services.

Funding

Our previous K-12 finance system has been replaced with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including General Purpose State Assistant, Categorical Block Grant and most state categorical programs

In addition to LCFF funding, the Charter School has the authority to pursue additional sources of funding. It shall be the responsibility of the Charter School to apply for any funding beyond the base statutory entitlement.

These funding sections, as well as all other sections of the future agreement shall be applied consistent with the statutes and regulations applicable to charter schools, which from time to time may be amended by the Legislature or the State Board of Education.

The Parties in this agreement recognize that the Charter School is a separate legal entity. Nothing in this relationship shall be interpreted as impairing or substituting the Charter School's obligations to report to any and all agencies. ROCS affirms that the Charter School shall remain solely liable for all debts incurred by the Charter School.

The Charter School will be required to maintain fiscal solvency in its budgeting process. "Solvency" is defined as the ability to pay debts as they mature. The Charter School will maintain a minimum reserve requirement ending balance annually of not less than the amount required by the State criteria standards for Districts with similar ADA. For ADA from 0-300, the Charter School should maintain a reserve of the greater of \$67,000 or 5% of the combination of total expenses, transfers out and other uses. ROCS currently maintains a reserve of 10%.

The ROCS Administrator will oversee all aspects of accounting through oversight of the position of the Business Manager. The manner in which accounting shall be conducted will employ generally accepted accounting principles that are outlined in the UUSD/ROCS MOU and in accordance with the applicable policies of UUSD.

Please see Exhibit R – *ROCS Budget - 2019-20 June Adopted Budget with a Proposed 2019-2022 Budget*

Facilities

The ROCS campus is located at 555 Leslie Street, Ukiah, California. The Charter School has eight permanent classrooms and three modular classrooms. A new roof was installed on the main building in the summer of 2008 and a new playground structure was installed in 2017. Along with a main office, there are three additional offices, a faculty computer lab, faculty lounge, a music room, an art room and two common areas. ROCS is responsible for the costs of maintenance, operations, and furnishings of all landholdings and facilities.

On July 2, 2007, ROCS entered into a written lease agreement with the Holy Trinity Episcopal Church for an approximately .38-acre plot of grassy land adjoining ROCS premises on the east (Exhibit X – *Lease Agreement*). A track and field was created on the southeast portion and a kindergarten playground. Several fruit trees and raised garden beds were planted on the northeast portion. A new wooden fence was constructed on the northeast side, effectively separating the campus from the church property. Building permits have been granted for all of the improvements to the facilities. (Exhibit T - *Copy of Deed of Trust*)

California Education Code Section 47610 generally exempts charter schools from laws governing school districts. The Attorney General issued opinion #96-1206 on March 19, 1997, that confirms that the Field Act does not generally apply to charter schools.

ROCS meets building standards under the California Building Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located and will continue to acquire appropriate building permits for all building projects.

The Charter School agrees to test fire extinguishers and fire alarms annually, and sprinkler systems every five years to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct emergency drills monthly. The Fire Marshall conducts an annual review of the Charter School.

Although ROCS currently has procured its own facilities, ROCS is not waiving its right to make a Proposition 39 request in the future. ROCS reserves the right to request Prop 39 facilities or equipment/furnishings. Such requests shall be subject to a written agreement between ROCS and UUSD.

J: PUPIL SUSPENSION AND EXPULSION PROCEDURES

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

ROCS takes its responsibility to balance students' rights to due process with the responsibility to maintain a safe learning environment for all students and staff extremely seriously. ROCS intent is to ensure that students understand the codes that guide behavioral expectations so that they can consistently adhere to them and be in a quality learning environment. The current *Suspension and Expulsion Policies and Procedures* (Exhibit U) has been established in order to promote learning and protect the safety and wellbeing of all students at ROCS. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ROCS 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. All amended policies are submitted to the authorizing agency with the annual report and subsequent charter renewal requests.

The *Student Behavior Standards* (Exhibit G – *ROCS Policies*) will guide discipline matters that “provide a school environment that fosters learning, cooperation, responsibility and respect.” Suspension and expulsion criteria will be reviewed once a year by the Charter School staff to determine if modifications are necessary. These *Student Behavior Standards* are sent home the beginning of every school year. The behavior standards encompass the following:

BE SAFE: Activities that are dangerous or hurtful to school property or to others will not be allowed.

BE RESPECTFUL: Courtesy is always expected towards other children, teachers and other adults. Punching, hitting, kicking, fighting, teasing, bullying, lying, swearing, talking back, spitting and biting are prohibited. Students are expected to participate in classroom activities and to refrain from playing or talking out of turn during lessons. Disruptive behavior of any kind will not be tolerated.

BE RESPONSIBLE: Students are not allowed to bring inappropriate objects to school or to the Acorn Hut. This includes hand-held video games, portable music listening devices, toys (only with special permission), candy, soda, illegal substances or any other material deemed to be detrimental by the teacher or administrator.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The policy and its procedures clearly describes discipline expectations, and is printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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 ROCS 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 the policy and administrative procedures are available on request at the Administrator's office.

Summary of Suspension and Expulsion Processes

ROCS adheres to the Student Suspension and Expulsion Policies and Procedures which is a detailed, step-by-step process by which students may be suspended or expelled. For 504 students and Special Education students, 504's and IEP's may preclude 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 in Education Act (IDEA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504), or who is in a protected class, is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the 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.

ROCS shall notify the UUSD Director of Special Education of the suspension of any student identified under the IDEA or as a student with a disability under 504 (or for whom there may be a basis of knowledge of the same) and shall participate with the District on the required Manifestation Determination IEP required by law.

If a student is expelled, ROCS will notify UUSD, and, if different, will notify the student's district of residence of the student's expulsion. It is recognized that students who are expelled from ROCS are deemed the student of their district of residence and are subject to that district's determination of danger according to Education Code section 48915.1. The administrator makes all final decisions concerning reinstatement of expelled students who are eligible for re-enrollment according to terms established by the Hearing Panel at the time of the hearing. Students retain the right to appeal a decision to the MCOE Board, although that has never occurred.

UUSD is not involved in any discipline issues/actions that occur at ROCS. ROCS shall maintain records of all student suspensions and expulsions at the ROCS and such records shall be made available to the UUSD upon request. ROCS will notify UUSD when a student is expelled from ROCS. The District would not, under the MOU and/or the Charter, be involved in ROCS disciplinary proceedings with ROCS students.

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

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 ROCS or at any other school or a ROCS sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, 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 Administrator or designee's concurrence.
3. 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.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. 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.
12. Knowingly received stolen school property or private property.
13. 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.
14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. 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.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. 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.

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference
2. Notice to Parents/Guardians
3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

Authority to Expel

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

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 Administrator 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 ROCSCC for a final decision whether to expel. The hearing shall be held in closed session 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 specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of ROCS's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student 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.

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.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the ROCSCC, Panel or designee 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 ROCSCC who will make a final determination regarding the expulsion. The final decision by the ROCSCC shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the ROCSCC is final.

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

Written Notice to Expel

The Administrator or designee following a decision of the ROCSCC to expel shall send written notice of the decision to expel, including the ROCSCC's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the ROCS.

The Administrator or designee shall send a copy of the written notice of the decision to expel to the Ukiah Unified School District (UUSD). This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

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

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the ROCS as the ROCSCC decision to expel shall be final.

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.

Rehabilitation Plans

Students who are expelled from the ROCS shall be given a rehabilitation plan upon expulsion as developed by the ROCSCC 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 (1) year from the date of expulsion when the pupil may reapply to the ROCS for readmission.

Re-Admission

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 ROCSCC following a meeting with the Administrator 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 Administrator shall make a recommendation to the ROCSCC following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the ROCS's capacity at the time the student seeks readmission.

If a student is expelled, ROCS will notify UUSD, and, if different, will notify the student's district of residence of the student's expulsion. It is recognized that students who are expelled from ROCS are deemed the student of their district of residence and are subject to that district's determination of danger according to Education Code section 48915.1. The administrator makes all final decisions concerning reinstatement of expelled students who are eligible for reenrollment according to terms established by the Hearing Panel at the time of the hearing. Students retain the right to appeal a decision to the MCOE Board, although that has never occurred.

K: STAFF RETIREMENT SYSTEM

Compensation for staff is determined by their placement on the salary schedule adopted annually by the Charter Council and revised as needed. Salary will be commensurate with compensation for similar professionals in the region as determined by Charter Council. Certificated staff has multiple steps based on experience. Classified staff has increases commensurate with increases in responsibilities. ROCS offers medical, dental and vision healthcare insurance for eligible employees as defined by applicable employment law. Employees participate in STRS (all certificated teachers and administrators) or PERS (classified including clerical, campus supervisors, instructional) depending upon eligibility with the corresponding agency. The Business Manager oversees all salary placement, benefits, and retirement arrangements in keeping with ROCS policy. The description of salary and benefits required to adhere to this charter are included in Exhibit M – *Salary Schedules and Benefits/Compensation Description*.

Retirement Coverage

Employees at the River Oak Charter School participate in STRS, PERS and the federal social security system as applicable to the position. The ROCS shall inform all applicants for positions within the school of the retirement system options for employees of the ROCS.

State Teachers Retirement System (STRS).

- State Teachers Retirement System membership is mandatory for all certificated employees who are 0.5 FTE or more.
- Voluntary membership is available for certificated employees working less than 0.5 FTE.
- Substitute Teachers are made members of STRS once they serve 100 days in a school year.

California Public Employees Retirement System (CALPERS)

ROCS provides for membership for classified personnel in the CALPERS and/or federal social security system depending on classification and/or certification. Staff at ROCS may have access to additional school sponsored retirement plans according to policies developed by the ROCS Charter Council and adopted as the school's employment policies.

L: ATTENDANCE ALTERNATIVES

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

Students who reside within the Ukiah Unified School District who choose not to attend the River Oak Charter School may attend school within their school district of residence, according to District policy, or at another school district or school within the District through the District's intra- and inter-district policies. Parents and guardians of each student enrolled in the River Oak Charter School will be informed on admissions forms that the students have no right to admission in a particular school of any 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.

In other words, enrollment at River Oak Charter School does not in and of itself guarantee enrollment in any school of the Ukiah Unified School District.

M. DESCRIPTIONS OF EMPLOYEE RIGHTS

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

Employees of the UUSD who choose to leave the employment of the District to work at ROCS shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement of the District as aligned with the collective bargaining agreements of the District. Furthermore, employees of the UUSD who choose to leave the employment of the District to work at ROCS will not earn vacation leave or service credit in UUSD.

N: DISPUTE RESOLUTION PROCESS

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

Disputes between ROCS and UUSD

River Oak Charter School and Ukiah Unified School District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

All disputes shall be resolved pursuant to the dispute resolution language contained in the MOU between the parties, as it may be amended from time to time.

Internal Disputes

Conflict Resolution is the practice used between disputing bodies/persons. ROCS uses procedural protocols for Do-It-Yourself Mediation, Resolving Conflict Among School Personnel, and our Uniform Complaint Procedures.

ROCS maintains and adheres to the Uniform Complaint Procedure as identified previously. The school has a history of satisfactorily resolving issues that arise periodically among students, staff, parents, and other agencies such that there have been no formal internal or external disputes to date. The foundation of conflict resolution is to encourage communication in a safe environment, clearly define issues in terms of their effect on students, work toward mutual understanding, and implement solutions that enable all those involved to be committed collaboratively to the school's mission.

Exhibit G – *ROCS Policies (Uniform Complaint Procedure)*

O: LABOR RELATIONS

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

ROCS 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). The Charter Council has formally recognized the Mendocino County Federation of Teachers, CFT, AFT Local 4345 AFL-CIO as the bargaining agent for employees. (Exhibit V – *Charter Council Minute*

P: CLOSURE OF CHARTER SCHOOL

The following procedures shall apply in the event the River Oak Charter School closes. The following procedures apply regardless of the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter Council will notify the District if it is considering closing, absent District action to close the School, prior to taking any action to close the School.

The Charter Council will be responsible for all closure-related activities, and will ensure notification to parents (guardians) of pupils, the District, MCOE, the SELPA in which ROCS participates, STRS, PERS, and the Federal Social Security system, and the California Department of Education.

Notification will include the effective date of the closure, 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 or guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. The notification will also provide information to assist parents and students in locating suitable alternative progress. This notice will be provided promptly following the decision to close the School.

The Charter Council will assign a person or person(s) to remain during the closure process as a contact for the District, parents, or third parties. The Charter Council will provide this person with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

As applicable, ROCS will provide parents, students and the UUSD 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 USC Section 1232g. The School will ask the County Office of Education to store original records of the Charter School students during the closure process. Once closure is complete, original student records will be transferred to the students' districts of residence. Personnel records will also be handled in compliance with all applicable law.

As soon as reasonably practical, the School will prepare final financial records. The Charter School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The audit will include an accounting of all financial assets and all liabilities of the Charter School, as well as an assessment of the disposition of any restricted funds received by or due to the charter school. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to "another public educational entity". This will include the 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, and 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.

Charter School and District agree that District is the "other public educational entity" referenced in the School Closure Procedures of the Charter Petition, and that District shall receive all net assets upon Charter School's closure.

As the Charter School is organized as a nonprofit public benefit corporation, the Charter Council will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state agencies.

All closure-related activities will be funded by the 10% reserve maintained by the Charter School.

Likelihood that the Petitioners Will Successfully Implement the Proposed Charter Program

The petition includes a thorough description of the education, work experience, credentials, degrees and certifications of the individuals comprising the Charter Council members and the administrator of the Charter School. (*Exhibit W – Information about Board Members and Administrator, including Resumes*)

Q: IMPACT STATEMENT

The petitioners recognize that the primary potential impact on the charter-authorizing agency is a loss of enrollment and related revenue. It is ROCS intent to fill an educational need of the local population of grades K-8 with enrollment estimated to be 246 maximum, in a small school environment, while fulfilling the legislative intent to “establish and maintain a school that operates independently from the existing school structures.”

Civil Liability

ROCS is a non-profit public benefit corporation; as such the charter-authorizing agency will not be liable for the debts or obligations of ROCS pursuant to Education Code Section 47604(c) which provides that an authority that grants a charter to a charter school to be operated by, or as, a nonprofit benefit corporation shall not be liable for the debts or obligations of ROCS or for claims arising from the performance of acts, errors, or omissions by ROCS. As stated above, ROCS will purchase liability insurance and property insurance from California Charter Schools Association Joint Powers Authority to protect the Charter School’s assets, staff, and governing board members.

Further, the Charter School and the District shall enter into a MOU which shall provide for indemnification of the District, its Board members, employees, officers and agents by the Charter School. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The District shall be named an additional insured on the general liability insurance of the Charter School.

The corporate bylaws of ROCS shall provide for indemnification of the school’s Charter Council, officers, agents, and employees, and ROCS will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

Services Obtained from Charter Authorizer

Special education services, costs and funding between the charter-authorizing agency and ROCS, if any, will continue to be detailed in a MOU that was developed with mutual participation and service-specific agreements as needed. ROCS will retain its own legal counsel when necessary. ROCS will receive its funding directly from the State pursuant to Education Code Section 47513.5 and reserves the right to alter this through any other available mechanism provided in the future deemed to be the best interest of students by the ROCS Charter Council. Funds will be provided by the State of California directly to ROCS through the Mendocino County Office of Education.

Reporting to Ukiah Unified School District

ROCS recognizes its role in responsibility for regularly reporting to UUSD concerning charter implementation, measurable student progress, current and projected financial viability of the school, and SARC performance. In keeping with the terms of the MOU and this charter, the staff will annually prepare a calendar of reporting deadlines (known internally as the “Master Conformance Calendar”) to ensure timely adherence to reports related to student enrollment, employee compliance, fiscal and attendance report deadlines, among others.

In addition, ROCS shall furnish UUSD with an annual report and evaluation of its educational program of the prior year on or before October 30 of each year. This report shall conform to the matrix developed by the District. This report shall include a review of the California Assessment of Student Performance and Progress (CAASPP), including Smarter Balanced Assessment System, the California School Dashboard, and the English Language Proficiency Assessments for California (ELPAC).

The specifications of this report shall include, but not be limited to, the applicable State law and Education Code such as:

EC Section 47605(b)(5)(A), educational program includes: “(ii) 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.

The annual report, submitted by October 30th, will include all requested information. The majority of this communication will be by email with the UUSD-appointed consultant; the balance will be printed copies. The annual report is submitted for use by the consultant in preparing the annual “matrix” for presentation to the UUSD Board of Directors after an on-site visit and discussion with administrative staff. ROCS recognizes its obligation to pay 1% of specified revenue accounts as the cost of oversight and to collaborate in the process and activities needed to support successful oversight. The staff will also, in keeping with the MOU, provide all fiscal documents needed to support the evaluation of the school’s financial status according to agreed upon timelines.

The annual performance audits may include, but not be limited to:

- A review of each component of the petition for compliance;
- An analysis of whether goals are being met with a review of state and federal student assessment data and reports;
- A summary of major decisions made/policies established by board;
- Data on level of parent involvement in governance and operation of school;
- A summary data from annual student/parent satisfaction survey;
- Data regarding number of staff, their qualifications, and verification of credentials;
- A review of health/safety procedures and a summary of any major changes;
- A determination of the suitability of facility in terms of health and safety;
- A determination of the suitability of facility in terms of educational utility;
- A review of all required documentation (e. g., budget reports, financial projections, leases, insurance, etc.);
- An overview of admission practices including: number of students actually enrolled, waiting lists; expulsions and suspensions; and
- A review of any internal/external dispute resolutions

The audit process will include a site visit by UUSD including observation of the instructional program.

Renewal Term

The renewal petition is submitted within the window specified by UUSD Board Policy 0420.4 for charter renewals, no more and no less than nine months prior to the expiration of the current charter. It is anticipated that a public hearing will held followed in a timely manner by an evaluation of the petition consistent with UUSD Board Policy 0420.4 and the UUSD Charter School Matrix as conducted by UUSD staff, charter school consultant, and legal counsel.

The term of this charter will begin on July 1, 2020 and if it is not subsequently renewed as provided in keeping with applicable state law, will expire on June 30, 2025. The charter may be renewed by the charter-authorizing agency’s Board of Trustees in keeping with applicable state law at the time.

The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the Charter School.

CONCLUSION

By approving this charter, the Ukiah Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a five-school-year charter to begin operation in July 2020.

