

Santa Rosa City Schools



Santa Rosa Charter

School
for the
Arts

1/20/2020

756 Humboldt Street

Santa Rosa CA 95404

TERM OF CHARTER

JULY 1, 2020 TO JUNE 30, 2025

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ASSURANCES AND AFFIRMATIONS

The Santa Rosa Charter School for the Arts (SRCSA) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of 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. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A). An existing public school that converts to a Charter School shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605(d)(1)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school's capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school's parents, legal guardians, and teachers regarding the school's educational programs. EC 47605(c)(2)

ELEMENT A – THE EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 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.” (Ed. Code § 47605(b)(5)(A)(i).)

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

those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Sonoma County Office of Education and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

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

I. Mission Statement

The mission of the Santa Rosa Charter School for the Arts is to provide K-8 students from the Santa Rosa community and beyond with an innovative, high-quality education that focuses on the arts through a challenging, integrated, standards-based academic program. The ultimate goal of our school is to give our students a lifetime appreciation of learning through the lens of the visual and performing arts and to assist in the development of committed, confident individuals who are willing to make positive contributions to the community at large.

The Santa Rosa Charter for the Arts (SRCSA) has come into existence in response to a community need. Following a convergence of educational cutbacks, restoration of teaching and learning through the arts in public schools is necessary after a dearth of supporting education through the arts in California. SRCSA provides Kindergarten through 8th grade students from the

Santa Rosa community and beyond with an innovative, high quality education that focuses on the arts through a challenging, integrated, standards-based academic program.

Our school's ultimate goal is to instill a lifetime appreciation of learning through the lens of the visual and performing arts to develop committed, confident individuals, ready to make positive contributions to the community at large.

There are many parents in our community, however, who realized the immense value of the arts in education and who longed for their children to have the artistic learning opportunities that they themselves had as students. This dearth of arts education created a need and our district became aware of the parental interest for a rejuvenation in this area.

Other stakeholders besides parents expressed the desire for an educational return of the arts. Arts affect every aspect of our lives and to neglect the inclusion of them in schools is short-sighted at the least and irresponsible when taking a long range view of students' understanding and appreciation of the arts. Where would our future musicians come from if students did not experience music as children? Where would art lovers come from without appreciation of art grounded in an early experience? How can children appreciate theater or have powerful experiences leading to understanding of humanity without theater arts experiences? Where would patrons of any of the arts be without early immersion? It is not reasonable to expect parents on their own to provide artistic experiences for all the children of the community. It is a social obligation to make the arts an integral part of education in tandem with core subjects.

Another crucial reason for the inclusion of the arts in education is that they address multiple learning styles. Given the number of learning styles and kinds of intelligence (Howard Gardner), it's no surprise that the arts are not simply "the frosting" in learning. For a number of students, learning through the arts is their portal into their own understanding. Students who exhibit strong kinesthetic styles can actually comprehend a subject matter through movement. Others may find deeper understanding by seeing and creating visual art. Who among us is not more emotionally engaged by a theatrical expression of a historical event? When students are given more options, more avenues, learning is more accessible, and also deeper. The inclusion of the arts allows more students to find success through their own unique lens and actually gives ALL learners experiences to deepen and broaden their understanding. SRCSA provides this opportunity for all of the students. Our Charter allows for a perfect segue for students who want to seamlessly move on to the Santa Rosa Art Quest Program.

SRCSA provides a unique program for students, not found anywhere else in our district. Our curriculum focuses on integrating the arts with core subjects, is well thought-out and the educators involved remain reflective in how to be responsive to the evolving needs of our students and their families. The Common Core State Standards only strengthen our objectives as the arts support flexibility of thinking by their very nature. The ambiguity inherent in the arts is a perfect training ground for children to observe, form opinions and explain thinking in terms of evidence. Our integration of the arts is a perfect match with the 4 C's of 21st Century learning: collaboration, creativity, critical thinking and communication.

SRCSA uses learning through the arts to help create 21st century learners. 21st Century skills are 12 abilities that today's students need to succeed in their careers during the Information Age.

21st Century skills are:

1. Critical thinking
2. Creativity
3. Collaboration
4. Communication
5. Information literacy
6. Media literacy
7. Technology literacy
8. Flexibility
9. Leadership
10. Initiative
11. Productivity
12. Social skills

The community has a powerful resource in Santa Rosa Charter for the Arts and all it has to offer its population.

II. Vision Statement

Santa Rosa Charter School for the Arts is a collaborative school community changing education by providing an academically rigorous program, using an arts-integrated approach. All members cultivate creativity and empathy, while embracing challenges to engage and develop the whole child in a safe environment.

III. Program Overview

Santa Rosa Charter School for the Arts incorporates the visual and performing arts in a Common Core States Standards-based (CCSS) educational program for students in Kindergarten through Eighth grades. Our enrollment capacity is approximately 436 students. We serve students who live in the area of downtown Santa Rosa and beyond, with the explicit goal of attracting those who have an interest in the visual and performing arts. Under Charter School law, the school is open to all K-8 students who live in California. Also, instructional minutes guiding the charter school operation are in line with those required of other California schools: a minimum of 36,000 minutes for kindergarten, a minimum of 50,400 minutes for grades one to three, and a minimum of 54,000 minutes for grades four through eight. As with other schools within Santa Rosa City Schools, the academic calendar is determined by agreement between Santa Rosa City Schools and Santa Rosa Teachers Association. Our attendance expectations are in alignment with educational code and Santa Rosa City Schools.

"A Typical Day"

School Experience at SRCSA:

Early in the morning, students gather with friends in the MPR to talk and have breakfast. As the bell sounds, the Kindergartners are met by their teachers and the students in 1st-8th grade head off to their classrooms.

As in all Santa Rosa City Schools, the students learn Language Arts and Math through the Common Core State Standards (CCSS), using evidence to make viable arguments. Students at SRCSA expand on this learning by frequently integrating lessons with the arts.

In addition to experiencing the arts as integrated within the core curriculum, students also attend classes within the specific arts disciplines. Art classes can include general music, visual/digital arts, dance, strings, band, and drama.

Our school is a unique place where students have the opportunity to work in a collaborative setting of understanding and expressing learning through the arts.

IV. Arts Integration

SRCSA is a dependent public charter school within the Santa Rosa City Schools district. As a charter school, our commitment to arts integration and arts instruction makes us unique.

We use the following comprehensive definition of arts integration created by the Kennedy Center in Washington, D.C.:

Arts Integration is an APPROACH to TEACHING in which students construct and demonstrate UNDERSTANDING through an ART FORM. Students engage in a CREATIVE PROCESS which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both.

According to the model of Arts Integration from the John F. Kennedy Center for the Performing Arts, learning is:

1. ACTIVELY BUILT/ CONSTRUCTED	2. EXPERIENTIAL
The meaning students construct is based on their pre-existing knowledge, understandings, and beliefs.	Engaging students in real-world, authentic experiences is the optimum way for them to learn.

3. REFLECTIVE	4. EVOLVING
Students need opportunities to think about and make personal sense of new experiences, and to integrate them with past experiences.	For significant learning to take place, students need to revisit ideas, ponder them, try them out, play with them, and revise them.
5. COLLABORATIVE	6. PROBLEM-SOLVING
Student learning increases when they have opportunities to learn from their peers.	Students learn best when they ask questions, investigate, and use a variety of resources to find solutions.

Adapted from Ed Online, "Constructivism as a Paradigm for Teaching and Learning," www.thirteen.org/edonline/concept2class/constructivism

In addition, the Kennedy Center explains that there are three modalities of learning in Arts Integration:

Visual Learn by seeing	Aural Learn by hearing	Kinesthetic/ Tactile Learn by moving, touching
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"One is struck by the superior findings reported for visual and dramatic instruction over verbal instruction in terms of the percentage of information recalled one year after the completion of the unit."—Robert Marzano, The Art and Science of Teaching

The Beliefs and Practices of an Arts-Integrated school

(adapted from the John F Kennedy Center for the Performing Arts)

BELIEFS	CONSISTENT PRACTICE
Learning is actively built/constructed	Students discuss and examine what they already know, understand, and believe at the beginning of their learning experience. Engagement is highly personal.
Learning is experiential	Students engage in hands-on activities supplemented by primary sources. They experience and learn through real world, authentic challenges. Students demonstrate their learning through visual, kinesthetic, dramatic, and other ways.

<p>Learning is reflective</p>	<p>Students engage in regular oral, written reflections on what they learned and how they learned it, and what it means to them. Student reflection impacts and guides future instruction.</p> <p>Assessment is part of the learning experience. Student learning is evident in what they say and do.</p>
<p>Learning is evolving; students are thinkers with their own emerging theories about the world</p>	<p>Learning is marked by cycles. Students return to ideas to expand/explore them.</p> <p>Students see mistakes as a part of the learning process.</p>

<p>Learning is collaborative</p>	<p>Students work in groups. Learners depend on each other's thinking to enrich their understanding and construct meaning. Students are consistently engaged in purposeful conversation.</p>
<p>Learning is problem-solving</p>	<p>Students create their own solutions. Students make choices and evaluate the results. Questions have more than one right answer.</p> <p>Students are supported and feel safe to freely explore. They get regular, supportive encouragement.</p> <p>Teacher's physical proximity to students and his/her language use demonstrates respect for all students.</p>

At SRCSA, our approach to teaching is based upon the belief that learning is actively constructed by students. To borrow the definition from the Kennedy Center, *“constructivists view learning as an active process of creating, rather than acquiring knowledge. Instead of only listening to and observing the teacher or reading a textbook, students learn by doing, questioning, exploring, reflecting, and assessing.”*

<p>CONSTRUCTIVISM</p>		
<p>What is Learning?</p>	<p>What is the Learning Process?</p>	<p>What is the Teacher's Role?</p>

<p>Learning is a change in our understanding. Knowledge is not fixed; it is dynamic.</p>	<p>Learning takes place when we engage in and process our experiences. We make sense of our experiences based on our current and prior knowledge.</p> <p>Learners make and test hypotheses and look for generalizations.</p> <p>Learning is social and takes place in collaboration with others.</p> <p>Constructivists believe students have personal experience, feelings, and beliefs that impact their interpretations of experience.</p>	<p>The role of the teacher is to ask complex questions and to create a collaborative, problem-solving environment where students are free to make discoveries and to construct meaning from these discoveries.</p>
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(adapted from the John F Kennedy Center for the Performing Arts)

At SRCSA, we view arts integration not as a special project that enhances learning, but truly as an “approach to teaching.” Our goal is for students to construct and demonstrate their understanding of core content, be it English Language Arts, Mathematics, Science, or Social Studies, through an art form.

SRCSA is partnered with the Luther Burbank Center for the Arts, the Sonoma County Office of Education and the Santa Rosa City Schools district in order to increase arts education in our school. This educational partnership is modeled after the Partners in Education program of the John F. Kennedy Center for the Performing Arts.

The primary purpose of this partnership is to provide professional learning in the arts for teachers. Through this partnership our teachers receive professional development in arts integration, and artists are invited to our school to provide specialized residencies in different art forms. This partnership is “*based on the belief that teachers’ professional learning is an essential component of any effort designed to increase the artistic literacy of young people.*” (Kennedy Center)

As long as funding is available, SRCSA is committed to sending a representative to the Partners in Education Annual Meeting in Washington D.C. This meeting “*convenes representatives from school districts, arts organizations, and education affiliations to exchange ideas, engage in fellowship, and learn upcoming trends in the arts education field.*” (Kennedy Center)

From 2017 to the present, SRCSA has contracted with Focus 5, a national organization of arts integration consulting specialists to provide our teachers with “*high quality professional learning opportunities and program consulting focused on aligning arts integration, best instructional practices, and current thinking in the field of arts and education.*” (Focus 5) This professional development is a job embedded for teachers, thus calibrating all staff with the same strategies, vocabulary and lexicon. This brings an equity of experience in arts integration to all classrooms. This is how as a school we bring our vision to life. As long as funding is available, SRCSA will continue to contract specialists to grow our expertise, skills, and leadership in arts integration.

SRCSA teachers collaborate within grade level teams and with arts specialty teachers to create art-integrated lessons and units of study. We document our learning process with photos, videos, student reflections and teacher reflections to make our learning visible to our families and broader community.

As a school community we are committed to growing our practice and mastery of arts integration.

At SRCSA, students experience an immersion in the arts from Kindergarten through grade eight. Students move from experiences and experimentation with various visual and performing art forms in the early grades, to investigation of discrete disciplines, and then finally to choices and possibilities for further exploration that include focus on a specific area of the arts in grades sixth through eighth.

Students receive a rigorous academic experience at Santa Rosa Charter School for the Arts that provides challenging, high-level preparation for any secondary setting they may choose. Many of our students choose to continue to pursue Arts education at the high school level. For example, the gradual development serves as preparation for application to ArtQuest, the specialized program for grades 9-12 at Santa Rosa High School, thus enabling students to have an entire academic experience from Kindergarten through high school graduation that is CCSS-based and anchored in the visual and performing arts.

V. Curriculum and Instruction

DESCRIPTION OF HOW LEARNING BEST OCCURS

In 2011, after a thorough review of the literature and research in the field of cognitive psychology, the authors Luke Rinne, Emma Gregory, Julia Yarmolinskaya, and Mariale Hardiman argue that the instructional approaches and strategies of arts integration naturally take advantage of long-term memory retention while at the same time promoting student motivation and engagement.¹

A program called Changing Education Through the Arts, or CETA, was developed by the Kennedy Center for the Performing Arts in Washington, D.C. CETA includes six elementary schools in the Washington D.C. area. Through CETA these six schools have adopted arts integration as a way to boost learning for their diverse populations. In addition, CETA provides teachers with professional learning experiences in arts integration and support to implement that instruction in their classrooms.

In an article from Educational Leadership from January 2019 titled, *Arts Integration: A Creative*

¹ Rinne, Luke, et al. "Why arts integration improves long-term retention of content." *Mind, Brain, and Education* 5.2 (2011): 89-96.

Pathway for Teaching, the authors Amy L. Duma and Lynne B. Silverstein review the research that highlights the “positive outcomes that schoolwide arts integration has on teachers, students, and schools.”²

They cite three multi-year evaluation studies which document the success of the CETA program.

“Findings for students include increased engagement (both socially and academically), growth in cognitive and social skills, and gains in standardized test scores. Findings for teachers indicate that the program’s professional learning model changes instructional practices and positively impacts beliefs about the value of arts integration. Additionally, teachers report being reenergized in their practice. Findings for schools show that arts integration helps create a culture of teacher collaboration that transforms the school environment (Duma & Silverstein, 2014).”³

At SRCSA, our arts integration pedagogy fosters 21st century skills, engages our English Language Learners as well as students with varying learning needs and provides a sense of collaboration and belonging to all of our students.

Curricular and Instructional Design

Collaborative Curriculum Design (CCD)

SRCSA is dedicated to providing active, involved learning for all students so they will achieve personal, academic, occupational success and become responsible citizens. In grades K-5, SRCS teaches ELA, Writing, Social Studies and Science through the SRCS board adopted CCD units. Our goal is that these units will inspire, invigorate, intrigue, and challenge our students through authentic experiences while stimulating their creativity and critical thinking skills.

The CCD model comprises multidisciplinary, problem/solution-based units that flow into one another through carefully planned learning progressions that guide learners to higher levels of rigor and sophisticated thought. Each unit of study within the CCD model is anchored on a cluster of interdisciplinary standards or learning goals. The units are then developed following a structure of sequences that proceed logically to build a deeper understanding of a specific topic or problem while stimulating creative and critical thinking.

The CCD units are anchored on a cluster of multidisciplinary standards and include an array of formative and summative assessments. Throughout each sequence there are multiple pieces of

² Duma, Amy L., and Lynne B. Silverstein. "Arts Integration: A Creative Pathway for Teaching." *Educational Leadership* 76.4 (2018): 55-59.

³ Duma, Amy L., and Lynne B. Silverstein. "Arts Integration: A Creative Pathway for Teaching." *Educational Leadership* 76.4 (2018): 55-59.

evidence that teachers and students assess for standards mastery. There are also pre-and post unit assessments aligned with the standards identified for the unit. In addition to a variety of standards-based assessments, each sequence (3 per unit) includes formative learning processes; extended reading, writing and speaking experiences; and collaboration opportunities.

Through the progressions in these rigorous, future-focused units, students are stimulated to engage in the following actions:

- Research information and interpret data.
- Think independently and reflect on learning.
- Collaborate with peers and community members, demonstrating a strong work ethic.
- Exhibit curiosity, generating additional questions throughout each sequence.
- Sharpen complex, critical thinking skills.
- Draw from multiple disciplines to gain a wider perspective of a problem and develop fresh approaches to possible solutions.
- Engage in authentic learning experiences that replicate real-world tasks.
- Explore cross-cultural perspectives.
- Develop and present a variety of creative and innovative solutions.
- Showcase learning (problems and possible solutions) to an authentic audience.

The following is an outline of the district adopted CCD units K-6. In addition, we have included how SRCSA is uniquely integrating the arts into each unit. Finally, the staff at SRCSA developed similar units outlined below for grades 7 and 8.

SRCSA: Collaborative Curriculum Design Arts Integration Planning Map

Grade	Trimester 1			Trimester 2			Trimester 3			
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
K	Unit 1: Citizenship Good Citizens at School Poems, Narration Songs	Unit 2: Community Helpers Poems, Narration and Songs	Unit 3: Then and Now Past & Present in America photobooth Vignettes Story Telling, through music	Unit 4: Weather Earth Systems Weather & Climate maps	Unit 5: Plants and Animals	Unit 6: Forces and Motion vocabulary and movement				
1	Unit 1: Defining Who We Are From Classroom to Country photography and slideshow	Unit 2: Earth's Place in Space rotation,axis,ect. Sun/Moon Folk Tale Plays	Unit 3: Sound and Light Science of Music	Unit 4: Nature's Super Powers animal movement dance create creatures clay,puppets	Unit 5: Then and Now – Changes Over Time photo booth					
2	Unit 1: Matter and Materials condensation, evaporation, ect.	Unit 2: People Who Make a Positive Difference Hero/ Personal narrative based on Calkins writing and visual literacy. Tribute to our Veterans	Unit 3: Earth's Place and Earth's Systems terrain, topographical relief	Unit 4: Government Passing Laws Skits	Unit 5: Economic Systems: Producers and Consumers	Unit 6: Diversity of Ecosystems animal tracks				
3	Unit 1: Alive – Survive – Thrive! create a plant, commercial to psa for survival	Unit 2: What's Your Story? artsedge-natice american dance pomo/miwok mario uribe project	Unit 3: Local Early Explorers and Settlers to Sonoma County	Unit 4: Weather & Climate in My World & Beyond create homes Shadow Puppets	Unit 5: U.S. Government	Unit 6: Forces and Motion design rides, physics of toys				
4	Unit 1: Early California – Regions, Native American, and Spanish Influence	Unit 2: Animals & Plants in Their Environments – Life Science animals/plants (clay, paper mache	Unit 3: From Californios to Californians pol. posters (digital poster design,	Unit 4: Earth's Patterns Erosion creating fossils, psa posters informing people impact ,	Unit 5: California as a Powerhouse fruit/veggie block prints/monoprints	Unit 6: Harnessing Energy (local guests...tesla representative, sonoma clean				

	oak gall, native plants science illustration	masks-video news report)	t-shirt/graphic design)	topographical maps		power , sonoma county water agency - powerpoint group project reports, video news report)
5	Unit 1: Thrive and Survive develop skills in a changing world	Unit 2: Our Connection To Native Cultures Retelling a fable,or story through movement basket, shadow puppetry/native legends/stories/p omo	Unit 3: Expanding Influences Explorer Mono. Wax Museum	Unit 4: From Colony to Country	Unit 5: Why Does Matter Matter?	Unit 6: Our Fragile Ecosystem
6	Unit 1: Adapt or Die!	Unit 2: Systems Interact	Unit 3: Cause & Effect Patterns as Civilizations Develop		Unit 4: Ancient Greece vs. Ancient Rome Greek Myths Shadow Puppets	Unit 5: Stability and Change
7	Rise and fall of Rome States of Matter/Chem. Reactions/ Photosyn/ Resp. Renaissance dances		Reformation Taxonomy/matter & energy in ecosystems		Renaissance Plate Techs/Rock Cycle/Family Life Creating songs with Science	
8	Colonies/Revolution Newton laws/kinetic/potential energy/ Earth/moon Transitions, ceremonies		Government/Slavery/ Emancipation/ DNA/Genetics/Evolution/ Geologic Time		Civil Rights/ Counter Culture Waves/Light/Nat. Resources/ Health Civil Rights Medley through music	

Curriculum and Instruction

Key Features and Components of the SRCSA Curriculum

SRCSA’s curricular and instructional design will be based on CCSS/NGSS, the CCD units as described above, and the VAPA standards. The traditional “core” subjects of ELA, Math, Science and Social Science will be taught by appropriately credentialed teachers. SRCSA’s

educational team will be made up of highly qualified teachers who meet federal and state requirements for credentials.

Curriculum

English Language Arts (Core)

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the *Reading / Language Arts Framework*; as well as the *California English Language Arts/English Language Development Framework: Reading, Writing, Listening and Speaking*. All faculty will emphasize close reading and informational text, aligned with grade level expectations in the standards.

All SRCSA elementary and middle school English courses develop literate students who demonstrate the skills in reading, writing, listening, speaking, and critical thinking that will support their education and endeavors post-graduation. Through exposure to rich and diverse texts that span time periods, genres, and perspectives, students gain the skills necessary to navigate the world. All courses are aligned to the Common Core State Standards.

Elementary students develop reading foundational skills in grades K-2 so that they can learn to read in order to later read to learn. At all grade levels, students engage with a variety of texts, both informational and literary. Texts are chosen to align with core content in order to support an integrated learning environment conducive to increased student engagement and learning.

Throughout all grade levels, students are asked to write in different genres including narrative, informational/expository, and argumentative/opinion pieces of various lengths. Throughout the elementary years, students develop their writing through a series of writing workshops using Lucy Calkins' writing units of study. These skills are further supported and enhanced as children move up into middle and high school grades.

The ELA curriculum will be based on the McGraw Hill Wonders Reading Program, the CCD units, and the Lucy Calkins Units of Study for grades K-5 as well as Lucy Calkins for grades 6-8 writing. In addition, leveled readers and books from CDE-recommended grade level reading lists, publisher texts and teacher-created curricula using a variety of resources to enhance student learning. English Learners and students who are struggling are provided access to reading materials through use of leveled libraries with high-interest books at all levels, one-on-one reading tutoring; and partner reading. Since students develop more quickly as fluent readers and writers if they have had numerous opportunities to listen to fluent readers, students will listen to fluent readers frequently through shared reading, read-alouds, books on tape, and listening centers.

On a daily basis, all students will engage in reading, writing, speaking and listening activities to become fluent readers who comprehend and value literature, and are competent writers, articulate speakers and thoughtful listeners who can communicate effectively. In all grades, letter and word study will include spelling instruction and targeted vocabulary development. The primary grades (K-2) will focus primarily on phonics instruction in which sounds/spellings are introduced systematically and sequentially, taught in isolation, blended into whole words, and practiced in decodable texts. Spelling instruction and word-work activities allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. Classroom word walls will contribute to a print-rich environment, Targeted vocabulary development at all levels will be aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time. Instruction in specific words and concepts will occur through explicit teaching and modeling when words are conceptually difficult. For example, teachers pre-teach vocabulary that is important to student understanding of the content or due to its usefulness or general utility.

Following the Lucy Calkins Units of Study, beginning in kindergarten, teachers in every grade will guide students through the writing process so that students become independent writers who can write on demand for a variety of audiences and purposes, namely opinion/argument pieces, informative/ explanatory texts, and narratives. Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; and narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

In all classrooms, teachers will provide students with multiple opportunities to explore oral communication and master speaking and listening skills. For example, students will develop active and responsive listening skills through class and small group discussions, oral presentations and reports. Each teacher will use scaffolding strategies to help English Learners build confidence in communicating information and ideas. Teachers will develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics will provide students with an understanding of the components of effective speaking and listening.

Math

Through a program that spans grades K-8, SRCSA graduates college and career ready students with a deep understanding of mathematical practices such as reasoning and explaining. Our approach to math is based on integrating concepts, thus encouraging students to solve problems using all of their math knowledge and skills rather than focusing on compartmentalized topics.

KA-5, Everyday Mathematics takes a spiral approach to introducing and re-visiting concepts in order to reach mastery of standards, with an emphasis on games as a method to build fluency in mathematics.

Grades 6-8 use College Preparatory Mathematics (CPM) to support the CCSS. Much like the elementary program, concepts spiral and build upon each other.

SRCS math courses are aligned to the California Common Core State Standards for Mathematics that are based on three principles: focus, coherence, and rigor.

SCIENCE

SRCSA science teachers are excited to have adopted the Next Generation Science Standards (NGSS). These standards focus on enabling students to learn science by doing science.

Every CA NGSS standard has three dimensions: disciplinary core ideas (DCI), science and engineering practices (SEP), and cross-cutting concepts (CCC). SEPs and CCCs are designed to be taught in context, integrated with multiple core concepts throughout each year. Engineering is integrated with the science standards through the Engineering Technology Standards (ETS), also called the Engineering Design Standards. The ETS emphasize engineering design and technology applications.

The NGSS integrate the three dimensions above into its student performance expectations (PEs). As a result of this innovation, the NGSS look completely different than previous science standards and implementing them requires a major shift in classroom instruction and learning.

Currently, SRCSA elementary students are engaged in hands-on experiential learning through the use of FOSS science kits which support the NGSS. Our middle school students take physical and life science courses.

SOCIAL STUDIES

SRCSA uses the recently approved Social Studies Framework for grades K-8. This Framework allows students the opportunity to learn about the world and their place in it; think critically; and read, write, and communicate clearly. History, civics, government, geography, and economics are integral to the mission of preparing California's children for college, careers, and civic life. These disciplines develop students' understanding of the physical world, encourage their participation in our democratic system of government, teach them about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. Moreover, these disciplines play a vital role in the development of student literacy because of a shared emphasis on text, argumentation, and use of evidence.

PHYSICAL EDUCATION

As is required in California Education Code, SRCSA elementary students are provided 200 minutes of physical education instruction every ten days and SRCSA middle school students are provided 400 minutes of physical education instruction every 10 days. Through this instruction, students learn cooperation, teamwork, sports skills, nutrition, physical health, and well-being.

INSTRUCTIONAL MATERIALS

SRCSA teachers will choose from a diverse assortment of resources and materials to deliver the innovative and personalized curriculum, which will be standards-based.

English Language Arts	McGraw Hill Wonders Novel studies Lucy Calkins Units of Study
ELD	McGraw Hill Wonders GLAD strategies
Math	McGraw Hill Everyday Math College Preparatory Math
Science	SRCS Board Adopted CCD Units NGSS Foss Science Mystery Science
Social Science/History	SRCS Board Adopted CCD Units <i>A People's History of the United States</i> by Howard Zinn
Visual and Performing Arts	VAPA aligned teacher created units
P.E./Health (Games & Movement)	SPARK

Implementation and Mastery of State Content and Performance Standards

SRCSA's instructional methods, curriculum, and instructional materials will support implementation and ensure mastery of California's content and performance standards by design. Our students will be able to grow as learners and work toward mastery of CCSS core content. ELA/ELD standards will be embedded in our methodology, which will be naturally SDAIE-based (Specifically Designed Academic Instruction in English) through its emphasis on using multiple modalities and real-world objects/experiences to enhance understanding.

Instruction at SRCSA is based on the Common Core State Standards (CCSS) and administers the California Assessment of Student Performance and Progress (CAASPP) in accordance with District policy and timelines.

This charter provides a basic framework for a rigorous curriculum that infuses the arts at every level. The core content areas of English Language Arts and Mathematics are taught through the Common Core State Standards. Science instruction is in alignment with the Next Generation Science Standards. Students transitioning from the charter to the high school will receive similar content as their peers at other schools. The key elements of the core program at SRCSA are the Common Core State Standards (CCSS) and the Visual and Performing Arts Standards (VAPA). We use a collaborative, interdisciplinary approach to instruction in which integration of subject matter through a unifying, thematic, arts-based focus is paramount. Charter staff emphasize a personalized approach to learning with the abilities of each student being evaluated and encouraged and the individual needs of each student being recognized and addressed as fully as possible.

The guiding principles of the Common Core State Standards (CCSS) and the Visual and Performing Arts Standards (VAPA) are the focus of our curriculum and instruction and provide the basis for teaching and learning at SRCSA.

The staff at SRCSA offer increased exposure to the arts beginning with exploration and experimentation in the early grades and expanding toward a gradual increase in the depth of study.

In alignment with Common Core State Standards, teachers provide students with collaborative opportunities to engage in evidence-based learning in all areas. Through participation in professional development provided by the District and beyond, teachers will work together to develop curriculum maps that provide an overall conceptual, sequential framework for learning within a given time period and also provide specific learning outcomes for students at each grade level. The instruction itself focuses on student-centered, project-based activities that allows students to meet learning outcomes while engaged in in-depth interactions with subject matter, giving them a multi-faceted understanding of over-arching themes. Teaching core content through the arts is an integral element in the design of these activities.

Students focus on the core curriculum through the lens of the arts: music, visual arts, digital arts, theater arts and dance. Each teacher is instituting the CCSS with district-supplied materials as well as materials developed on site through collaborative processes. For example, teachers are instituting the District-provided GLAD training by creating units of study connected with the standards in social studies and science. Teachers in grades K-6 use the Lucy Calkins Writing program.

The teaching staff at SRCSA have spent an abundance of time collaborating to find or create instructional materials that particularly encourage students to provide evidence and critique the reasoning of others. This is an important practice in Language Arts and Mathematics as well as in Next Generation Science Standards.

Another continuing goal is the use of computer technology, including teacher training with current and future technological tools and software. All students in grades K-8 have Gmail accounts in order to access the Google Suite of tools, and are given learning opportunities to showcase skills through GSuite, as well as Microsoft Word-based programs such as Word, Excel, and PowerPoint. After recognizing that keyboarding skills can dramatically influence success on computer-based testing, all students have been provided accounts to free, interactive typing

lessons. Furthermore, students in grades 5-8 can go online through ChromeBooks or iPads placed in every classroom; they use technology to research, to share project documents, and to examine instructional materials placed in individual teacher's Google Classroom folders. The next step is to add assigned carts to grades 3-4 classrooms; in the meantime, teachers in grades K-4 rotate available carts. All students in grades K-8 can utilize the computer lab when technology is not available in the classroom to meet all technology standards.

The teachers and students regularly have access to the Internet for research; practice in a skill (Language Arts or Math); exploration of a topic for project-based learning or an access point for deepening understanding of a variety of topics. For example, a third grade NGSS standard is focused on forces and motion. Students go to the computer lab and engage in interactive computer activities that demonstrate simple and compound machines in different contexts. Fifth through eighth grade teachers regularly have access to the Internet for research; practice in a skill (language arts or math); exploration of a topic for project-based learning or an access point for deepening understanding of a variety of topics. In future, our goal is to expand to include third and fourth grades. Meanwhile, K-12 utilize the computer lab when technology is not available in the classroom to meet all technology standards. Furthermore, classes can access technology to read and listen to text simultaneously in order to improve fluency and comprehension.

Students also have the opportunity to learn about the arts through internet sources. Computer technology allows students to have experiences that are not practically available in real life; watching slow motion growth of plants, for example, so that they can turn this into a dance. They are able to compare videos made of their dance to videos of plants to critique their work. They watch famous dancers in order to study the elements of dance and to be able to form a foundation for their own learning. We use technology to record performances and then students use these recordings to reflect on/critique their own work and set goals for improvement.

All teachers have document cameras and projectors in their classrooms, allowing for display of all visual learning materials in addition to bringing in educational clips from the internet. Teachers have access to technology and training to document the teaching and learning process. In addition, teachers have access to computers to keep track of student learning and to analyze data related to specific students and classes of students.

In essence, the teaching and learning of CCSS focuses on both breadth and depth of understanding of the overarching standards for all core areas of the curriculum, with special emphasis on the Visual and Performing Arts as well as arts integration. Instruction is not simply "covering" the standards. Rather, students and teachers work together to apply their conceptual understanding of those standards in various and meaningful ways, incorporating strands of the VAPA framework and National Core Arts Standards into as many aspects of curriculum and instruction as possible. Collaboration occurs between and among staff, students, and community members providing expertise in the arts and real-world applications for the arts. Students actively and creatively participate in the learning process, engaging in metacognition and reflection in order to fully understand the possibilities for academic excellence, thus developing into true stewards of their own education.

Meeting the Needs of All Students

IV. Multi-Tiered Systems of Support (MTSS)

SRCSA in need of additional support in the areas of wellness, behavior and academics are assured support through the following processes.

SRCSA implements the district's Multi-Tiered Systems of Support (MTSS) in order to address student needs. Tier 1 addresses all student needs, school wide. Tier 2 offers more targeted support to address more specific student needs. Tier 3 interventions refer to specialized support such as special education services.

To address Tier 2 behavior and academic concerns the Tier 2 intervention team reviews student referrals to determine appropriate targeted interventions.

To address Tier 2 academic needs SRCSA utilizes school wide intervention blocks called WIN (What I Need) time by creating flexible groupings and designing programs of instruction tailored to individual needs. Additional student groups may be supported by a general education instructional aide depending on need and referral from the Tier 2 intervention team. For behavior needs SRCSA is ~~also~~ committed to Restorative Practices where students learn ways to build community and find balanced ways to resolve conflicts. Additionally, A Student Success Team, consisting of teachers, principal, counselor or psychologist, and parents, or any other relevant personnel may be formed to assist with individual student needs. This team convenes as needed to discuss individual student needs, especially when someone in the school community recognizes that a student is not achieving at expected levels and has not made sufficient progress from Tier 2 interventions. Once a referral is made for a particular student, his/her behavioral and academic profile, including strengths and areas of need, and supporting data related to interventions already in place will be discussed and further interventions will be suggested and then monitored. If a referral for Special Services is suggested and warranted, the student receives a comprehensive assessment, which includes parent and teacher input, for all aspects of the suspected disability (category(ies) being considered). If the results of the assessment reveal eligibility for special education services, a written Individual Education Plan (IEP) is developed through a team effort in order to meet the specific needs of the student. Students with IEPs are placed in the least restrictive environment; i.e. mostly the regular ed. classroom, and general ed. teachers work with the Education Specialist on site and other special services personnel to make appropriate accommodations for students so that they can find success in the classroom. Students with learning disabilities are supported in achieving access to grade level curriculum through their IEP goals, accommodations, teacher collaboration, differentiation and special education services. Every attempt is made to provide necessary services at SRCSA through the assistance of the Education Specialist and/or other specialists from Special Services, such as appropriate special services personnel who are available to all students in the district depending on necessary service area - Speech Language Pathologist, Occupational Therapist, School Psychologist and Adapted P.E. Specialist, Behaviorist . However, if the student needs cannot be accommodated on site they will have access to and be supported through other district resources.

Students with Disabilities

Federal Law Compliance

SRCSA shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

SRCSA shall ensure that no student otherwise eligible to enroll in SRCSA shall be denied, directly or indirectly, admission due to a disability or to SRCSA's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at SRCS- authorized charter schools, including Charter School.

The District shall continue to serve the needs of special education students enrolled in District Affiliated Charter Schools in the same manner as at any other public school of the District.

SRCSA will have access to assistance in the area of special education from SRCS District Office as well as from the local Sonoma County Special Education Local Plan Area (SELPA) through Sonoma County Office of Education. Also, a district employed Program Manager, monitors legal concerns as well as the educational program. The Program Manager is responsible for programmatic needs for the school at large and will adhere to all requirements of federal law as outlined in the Individuals with Disabilities Education Act (IDEA). Students with IEPs are supported on site through the school resource program and/or speech language services as well as any other relevant personnel from special services.

Santa Rosa Charter School for the Arts Special Education and 504 Responsibilities

General Requirements

Santa Rosa Charter School for the Arts (SRCSA) will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are afforded a free appropriate public education ("FAPE") as is required of all District authorized schools. Compliance with FAPE ensures that no student otherwise eligible to enroll in SRCSA will be denied enrollment on the basis of their special education status.

SRCSA will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in District Affiliated Charter Schools.

SRCSA will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District. SRCSA will maintain copies of assessments and IEP materials per district policy. SRCSA will submit to the District all required reports in a timely manner as necessary to comply with state and federal requirements.

SRCSA will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan).

SRCSA is responsible for the management of its personnel and services, and will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. SRCSA will implement the services required by

the IEPs of the students enrolled per available site resources. Students in need of IEP support beyond what is available at SRCSA will receive appropriate support through SRCS.

Transferring Students

For students transferring to SRCSA from other school districts, Santa Rosa City operated schools or SRCS authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e. school-based, NPA or private). SRCSA will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law if there is a change in the support and services set forth in the transfer student's IEP.

Assessments (Special Education Assessments)

The Special Education referral process shall include Student Success Team (SST) meetings to review prior interventions, data, and accommodations, and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RTI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, and upon review of interventions implemented over a course of time, SRCSA may determine that assessment is necessary to determine possible eligibility for special education services.

Should a parent request special education assessment, appropriate SRCSA personnel will review student records, acquired data, and student performance along with possible previous interventions to agree with or deny the request for assessment. If SRCSA determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If SRCSA concludes that there are suspected disabilities, the school must develop an assessment plan for the student. The District assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. SRCSA shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education services. SRCSA will make decisions regarding eligibility, goals, services and exit from special education services through the IEP process according to federal, state and district timelines.

Other Placements

Under some circumstances, when a SRCSA student's needs may not be met at this site, SRCSA will consult with the District to discuss placement and service alternatives to ensure that the student is provided appropriate services through SRCS. The IEP team convened at SRCSA shall have the authority to make offers of FAPE, and decisions regarding the most appropriate educational program to meet student needs.

Least Restrictive Environment

SRCSA will support students with disabilities in least restrictive environments and increase interactions of students with disabilities with non-disabled students. The SRCSA general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular

activities provided for all students in the District. In alignment with the District, SRCSA's special education program may include services provided through the co-teaching model. Assessment and standardized testing procedures shall be implemented. Student progress shall be monitored through general education requirements as well as the IEP process. The District offers a full continuum of services and students enrolled at District approved charter schools have access to those services within the district.

Staffing Requirements

SRCSA shall participate in available appropriate District training to support access of students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

SRCSA will maintain responsibility for monitoring progress towards meeting specified IEP goals.

Student Discipline/Inclusion

SRCSA will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA (Individuals with Disabilities Education Act) regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, SRCSA will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. SRCSA will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to a population balance that includes students with disabilities. The 2019 District-wide average percentage of students with disabilities is 13%. SRCSA shall continue to prioritize maintaining a population balance that is aligned with the District-wide average. SRCSA may not refuse to admit a student based on special education eligibility, needs, or services identified in the student's IEP.

Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions, initiate due process hearings, and/or utilize other procedures applicable to SRCSA if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending SRCSA initiates due process proceedings, both SRCSA and the District will be named as respondents. Whenever possible, the District and SRCSA shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to SRCSA, including the District's Uniform Complaint Procedures, Office for Civil Rights and the California Department of Education Special Education Compliance. SRCSA will cooperate with the

District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

Funding of Special Education

SRCSA will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for SRCSA students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

District Responsibilities Relating to SRCSA's Special Education Program

As long as SRCSA operates as a public school within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to SRCSA staff as well.

Advanced Learning Students and Students Achieving Above Grade Level

SRCSA will continue to use DISTRICT's Advance Learner Plan (ALPS) identification process, adhere to District policy regarding ALPS, For students identified as advanced learners, the curriculum and instruction is adjusted to incorporate one or more of the following dimensions of differentiation: depth, complexity, novelty, and acceleration.

In pursuit of the goal to offer differentiated instruction in the regular classroom and to meet the intellectual needs of all students, SRCSA is committed to moving towards standards-based grading and reporting at all grade levels. The professional development for ALPS-specific program growth began in the 2017 school year. SRCSA is committed to continuing ALPS best practices in the classroom at all grade levels to promote high-level thinking skills that includes multiple options for all students to absorb information, to synthesize ideas, and to express what they know.

Using identification procedures practiced by other schools within Santa Rosa City Schools, the teachers will formally assess student ability beginning when students are in the third grade by administering the district identified assessment and by examining California Standards Test results in order to determine which students are already academically high achieving and/or those students who have potential to excel in academics and/or in the arts.

English Learners (EL)

SRCSA implements the provisions of the District's English Learner policies and complies with all applicable federal and state laws, and District policies and procedures.

Specifically, SRCSA follows the goals, guidelines and procedures outlined in the District English Learner Master Plan.

As stated in the Master Plan, *“a student may possibly be classified as ‘English Learner’ if the answers to any of the first three questions on the Home Language Survey indicate a language other than English, or a combination of English and another language. The student’s English proficiency shall be assessed to measure his/her current performance level in English and to identify the student’s language acquisition status.”*

Currently, in alignment with the District, SRCSA administers the the English Language Proficiency Assessment of California (ELPAC) every spring.

“Parents of EL students will be notified each year of their student’s current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.”

EL students at SRCSA shall receive a minimum of 30 minutes a day of Designated ELD. Designated ELD will occur during a time of the day designated for intervention when core instruction is not occurring.

In addition, EL students at SRCSA shall be provided Integrated ELD across content areas.

Integrated ELD is delivered by the classroom teacher who is trained and credentialed in the use of appropriate strategies for ELL students. Thus, EL students are in mainstream settings with native English speakers. As mentioned earlier, the majority of teachers have been trained in Guided Language Acquisition Design (GLAD) and have developed materials that are especially accessible to EL students; i.e. songs, chants, sentence frames, diagrams. Teachers group students in ways that will offer the most support for EL students. Teachers use Specially Designed Academic Instruction in English (SDAIE) strategies to give ELs access to the core curriculum, and instructional materials will be matched with student needs. As in other SRCS schools, the needs of English learners are assessed through the English Language Proficiency Assessments for California (ELPAC) to be given on an annual basis.

Teachers at SRCSA receive professional development so that the needs of all children may be recognized and met with the most appropriate educational response. Training in specialized strategies for ELL learners and other related professional development opportunities such as GLAD are regularly offered and attended by SRCSA staff.

As long as SRCSA maintains an enrollment of 21 or more English Learners, the school shall form an English Learner Advisory Committee, or ELAC.

The ELAC at SRCSA shall have the following major functions:

1. Advise the principal with regards to the development of the school plan with provisions to support English Language Learners (Local Control and Accountability Plan LCAP)
2. Advise PAB and the principal with regards to the programs and services offered to English Learners (EL Master Plan)
3. Assist in the development of the school’s: needs assessment, Language Census Report, and effort to make parents aware of the importance of regular school attendance.

V. Role of Parents and the Community in the Program

This charter recognizes that students and schools are more successful when parents, staff, students, and the community work together to support and foster learning for all. Therefore, at SRCSA, the education of each child is a joint venture between the parent, student, community, and school.

To support this goal:

1. Parents/guardians and staff are elected to serve on the Parent Advisory Board (See Element D below).

2. Parents and guardians who enroll their children in the school accept responsibility for their children's education. Therefore, they will agree to:

- Discuss regularly with their child the importance of education and school.
- Keep in regular contact with their child's teacher(s) regarding student progress.
- Consistently support their child in completion of school-work and preparation for assessments.

3. Parents and guardians are encouraged at all grade levels to donate time and participate in the life of the school. We offer a variety of participation opportunities so that the parent population feels like an integral part of the school. We invite parents to chaperone field trips, to volunteer in the classroom, to participate in school beautification days, or to help during special events where the whole school is involved.

Parents receive report cards on a trimester basis to indicate students' performance related to the standards for his/her grade level. In addition, families of students in grades six through eight receive Progress Reports midway through each trimester. Families of students in grades six through eight have access to their child's academic progress and grades at any time electronically through the Student Information System.

Formal parent-teacher conferences are held prior to the end of the first grading period so that instructors and families have a chance to discuss individual students and their specific educational needs and accomplishments. Optional parent-teacher conferences are scheduled at other times during the year, if either parent or teacher requests such a meeting.

4. Parent Education and Information Events

SRCSA provides many opportunities for parent education, information, and communication which could include (but is not limited to) the following:

*Family/School/Community Nights (i.e. Family Socials and Dances, ArtWalk, Back to School Night, Arts Integration presentations, Open House)

*Regular communication with parents and guardians to share student academic, behavioral and social emotional information.

*Explanations of rubrics and other feedback tools, and written feedback home regarding assessment, both formative and summative

*Parent-teacher conferences

*Informal scheduled community meetings led by the principal (ie. "Coffee with the Principal")

Parental Involvement

Families and guardians are an integral part of the SRCSA community. Families who attend the Charter are encouraged to volunteer in their child's class and/or participate in various activities throughout the school year. These activities include, but are not limited to; organizing and executing fundraisers, participation and supervision on field trips, campus beautification days, and assisting the classroom teacher during special projects.

SRCSA has an active parent organization named School Arts Community Organization (SACO). This organization is active throughout the school by providing funding for classroom supplies, enrichment activities as well as providing another way that parents can have their voices heard. Parent involvement in this committee is strong and includes parents from across the grade levels.

General Information

- The contact person for SRCSA is:
Kristen Vogel, Principal
- The address of the Santa Rosa SRCSA for the Arts is:
756 Humboldt Street
Santa Rosa CA 95404
- The phone number of SRCSA is:
707-890-3920

ELEMENT B – MEASURABLE PUPIL OUTCOMES

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

“The method by which pupils progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

SRCSA will focus on the types of continuous formative assessment that are in line with the mission and vision of the Charter School, well integrated with what will be taught in the classroom, and developmentally and culturally appropriate. Assessments will initiate instructional decision-making and be an outgrowth of it. Assessments will be varied and designed to measure student progress in multiple ways, including tests and quizzes,

performance-based assessments, authentic assessments, and teacher observation, and use a combination of publisher assessment tools with teacher-created assessments that align to our model of instruction. This combination of formative assessments will be used to track progress on specific standards-aligned goals. Assessments will be chosen and used according to the goals targeted. Assessments will reflect our commitment to recognize each child as an individual and develop a learning program that will avoid labeling and help create a non-competitive environment for our students. Assessments will also be adjusted as needed to measure specific goals so that teachers know they are getting valid assessment data.

SRCSA will use the following tools to measure student progress:

- State-Required Tests: All state required tests for applicable grade levels including CAASPPs (ELA, Math), California Science Test (CAST), California Alternative Assessment (CAA), Physical Fitness Test (PFT) and ELPAC (for English Language Learners). **Annually**
- Traditional Classroom Assessments: Quizzes, essays, projects and presentations (publisher and teacher-designed). **Some Weekly, Some Monthly**
- Formal Interim Assessments: Common standards-based formative assessments including Everyday Math in grades K-5, MAP and DMDA in grades 6-8, aligned to standards, for each major academic content area. **Beginning, Mid-Year and End-of-Year.**
- Kindergarten Readiness Assessment: This assessment helps teachers determine students' readiness for Kindergarten and measures fine and gross motor skills; visual, tactile and auditory development; speech, language, and cognitive development; social and emotional integration; and other aspects of early childhood development. **Spring of before Kindergarten year.**

Language Arts:

- DRA -
Developmental Reading
Assessment
- Wonders High
Frequency Words
- Santa Rosa City
Schools District Writing
Benchmarks.

Math:

- Everyday Math

DATA ANALYSIS AND REPORTING

SRCSA will incorporate the use of the Illuminate online data management/student information system (SIS) to track and report student assessment data. The system will allow our teachers to analyze data trends across subgroups, grade levels, classes and more in

order to make revisions to the program, provide necessary interventions and focus teacher professional development and coaching.

Illuminate will give teachers real-time access to data that will help them effectively meet the needs of all students. The student achievement database also will make it possible for the Charter School to track student demographic information, grades, attendance and behavioral data. Teacher data will be included in the system and provide a means by which the principal and school leaders can track teacher impact on student outcomes and provide professional development and coaching in areas of need.

As detailed extensively throughout this charter petition, both internal assessments and standardized test results will be used to inform teaching and instruction. By disaggregating the standardized test data and looking at individual students' results, faculty and staff will utilize test results along with other assessments to determine students' specific academic needs and develop plans to address these needs. Individual performance data from each classroom will be aggregated to enable school leaders to identify trends and address specific needs.

School leaders will analyze assessment data at least three times a year to determine professional development and coaching needs for faculty. SRCSA teachers will participate in professional- development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly. Faculty will be trained to review student achievement data, interpret standardized test data and interim benchmark data, and engage in critical analysis of all assessment data in real-time – including that created and derived from their classroom activities -- in order to determine how best to meet their students' needs.

Results from myriad assessment activities will be collected and analyzed continuously in order to drive program improvement across all facets of the Charter School. We will regularly report on and distribute information about the Charter School's progress to all stakeholders including summary data showing student progress toward the school's goals and outcomes, including dissemination of the School Accountability Report Card (SARC). Annual stakeholder survey results will be disseminated to the entire school community as well.

Parents/guardians will have real-time access to their child's grades, attendance and other metrics via Illuminate. Computers will be available on campus, along with training, for parents who do not have computer access at home. Parents will be regularly informed of their child's progress as measured by assessments through both informal and formal communications. Informal communication between teachers and parents will occur throughout the year through notes, evaluated work sent home, phone calls, and meetings. Formal communication will include the following:

Parent Teacher Conferences: Grades K – 8. Teachers will meet with individual parents once in the Fall to review student progress.

Trimester Report Cards: Grades K – 8. Three times a year at the end of each academic trimester, report cards will be sent home to families.

6th - 8th Progress Reports: Teachers will provide reports, with comments that are assigned to all subjects taught. These reports will be utilized to keep parents apprised of student progress and students apprised of their own progress three times per year.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION GRADING POLICY

SRCSA elementary students will receive standards aligned report cards. A student's final trimester Report Card score for each standard will represent their achievement at the end of the trimester. Scores for each standard will be based on proficiency scales which describe what a student knows and can do at each level. Middle School students will receive a traditional, letter based report card.

Numerical Score and Description for K-5

Standards-aligned Grades

4 = Exceeds Trimester Expectations

3 = Meets Trimester Expectations

2 = Partially Meets Trimester Expectations

1 = Does Not Meet Trimester Expectations

NA = Not Assessed at this time

Effort & Behavior

E = Excellent

S = Satisfactory

U = Unsatisfactory

N = Needs Improvement

M = More Time Needed

Type and Frequency of Progress Reporting

SRCSA will operate on a trimester schedule with report cards sent home at the end of each trimester and progress reports sent halfway through the trimester for 6-8 students.

Promotion/Retention Policy

SRCSA will consider retention carefully and in consultation with the full team of teachers, administrators, parents, and, when appropriate, the student. The process will involve multiple meetings, held as SST meetings to track supports and progress. In these meetings, multiple factors will be considered, including but not limited to: standardized test scores, internal assessments, teacher assessments, student work, social-emotional factors, student age, relationships with peers, behavior, indicators of child's developmental stage, and attendance. Every effort will be made to support students progressing with their class, including giving instructional support during the school day and after school when possible, collaborating with families in a community of care, and school-based counseling, when appropriate. Decisions on retention will be ultimately made in the best interest of the student as a whole human being – academically, social-emotionally, and developmentally. Decisions will be made ideally as a

collaborative team with administration, teachers and parents, but may be made by administration if the team is not in agreement. The Principal will have the ultimate decision-making authority on retention.

The measurable pupil outcomes identified for use by SRCSA. 'Pupil outcome,' 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 47605(b)(5)(B) The pupil outcomes shall align with 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 SRCSA.

SRCSA is committed to improving outcomes for students. Our Local Control and Accountability Plan (LCAP) outlines the state priorities and our commitment to meeting the goals outlined within. Our academic goals in the LCAP are listed below.

Goal 1: Increase student access to, and proficiency of Common Core State Standards (CCSS) and Visual and Performing Arts (VAPA) standards.

Goal 2: All subgroups of students will increase their performance on state and local assessments.

Goal 3: Involving all stakeholders focused on continued improvement of school climate and student well being.

The California Common Core Standards provide the guide for measurable student outcomes in all subject areas, and, as noted in the Curriculum and Instruction section of this application, these standards will be the basis for all teaching and learning at SRCSA.

In addition, the expectation of an educated person in the 21st century is that he/she must possess certain skills and abilities, which are listed below as student outcomes and incorporate the 4C's (Communication, Collaboration, Critical Thinking/Problem Solving, and Creativity). Through the curriculum and instruction defined earlier, the staff and school community will assist students in becoming self-motivated, competent, and life-long learners. Specifically, the student expectations, are as follows:

Students enrolled in the Santa Rosa Charter School for the Arts, as age appropriate, will work towards becoming:

- Self-directed learners who:
 - o Identify strengths and weaknesses in their own and others' work, set high standards for themselves, and reflect upon and integrate new understandings into future work
 - o Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
 - o Reflect critically on past experiences in order to inform future progress
 - o Monitor, define, prioritize, and complete tasks without direct oversight

Effective communicators who:

- o Respond to information they receive, integrate the vocabulary of the arts within their own vocabulary, and express ideas and emotions through the vocabulary of the arts

- o Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- o Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- o Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- o Utilize multiple media and technologies, and know how to judge their effectiveness a priority as well as assess their impact
- o Communicate effectively in diverse environments

Community members who:

- o Collaborate with others, prepare themselves well for all levels of academic experience, show respect for others and for their property (including intellectual property), and demonstrate the ability to consider presentation and audience in any performance or creation
- o Demonstrate ability to work effectively and respectfully with diverse teams
- o Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- o Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Critical thinkers who:

- o Understand and use formal elements and the principles of the arts
- o Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation (*Reason Effectively*)
- o Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems (*Systems Thinking*)
- o Effectively analyze and evaluate evidence, arguments, claims and beliefs (*Judgments and Decisions*)
- o Analyze and evaluate major alternative points of view (*Judgments and Decisions*)
- o Synthesize and make connections between information and arguments (*Judgments and Decisions*)
- o Interpret information and draw conclusions based on the best analysis (*Judgments and Decisions*)
- o Reflect critically on learning experiences and processes (*Judgments and Decisions*)

Creative problem solvers who:

- o Recognize the importance of process, and recognize and build upon both their strengths and weaknesses as artists and learners
- o Allow themselves to learn from mistakes, push the boundaries of the unknown, and anticipate and explore ways to grow as artists and as human beings
- o Solve different kinds of non-familiar problems in both conventional and innovative ways
- o Identify and ask significant questions that clarify various points of view and lead to better solutions

Multicultural Skills

Students will demonstrate high levels of cross-cultural understanding. Students will learn about their own culture and other cultures, and be able to compare/contrast other cultures, leading to respect and appreciation of ethnic diversity, cultural pluralism, and individual differences.

Academic Achievement

Students will demonstrate success in mastering a standards-based curriculum through Arts Integration methodologies. Pupils will demonstrate academic progress working towards grade level or make measurable growth in core areas of a comprehensive curriculum including English Language Arts, Mathematics, Science, and Social Studies during a calendar year as measured by classroom performance and standardized benchmark assessments.

Pupils will demonstrate competency in Math on class work and on standardized tests, as a result of participating in a program which balances investigative problem solving, concrete experiences with numbers and data, and computational fluency.

Pupils will demonstrate an understanding of themselves as scientists and of science as a process through their reflections in science journals and during discussions.

Pupils will express themselves and understand others through visual and performing arts as shown through special exhibits and performances of student work, as well as a part of daily activities.

Pupils will be assisted to meet grade level benchmarks through participation in an intervention program if they are performing below grade level.

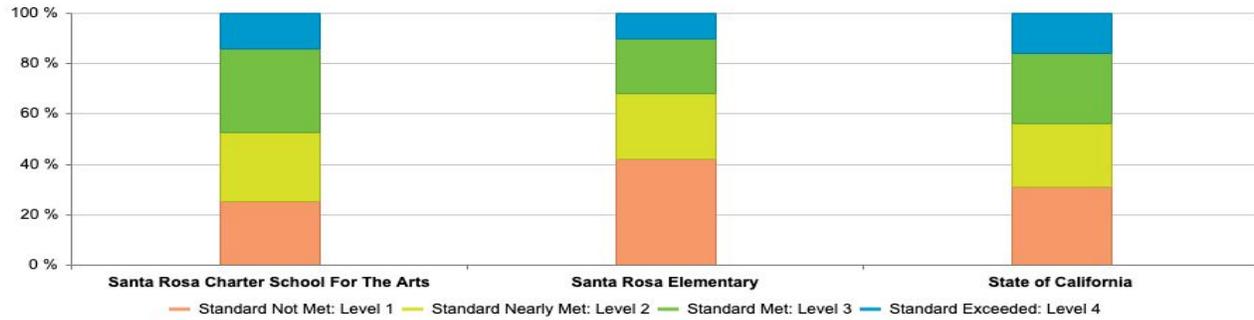
Student progress is monitored annually through Smarter-Balanced Assessments (SBA), English Language Proficiency Assessment for California (ELPAC), and district-wide benchmark assessments. These benchmark assessments have been developed to focus on the expectations of the California State Standards. SRCSA also administers and monitors formative results from Developmental Reading Assessment (DRA) for K-2, district trimester writing benchmarks, math benchmarks.

SBA Results

SBA results for the past five years show students at SRCSA outpacing Santa Rosa City Schools district by 15 points in English Language Arts and 9 points in Math. SRCSA students have a very slight edge on California state ELA and Math results over the past five years.

ENGLISH LANGUAGE ARTS/LITERACY

2014–15 Achievement Level Distribution - All Grades

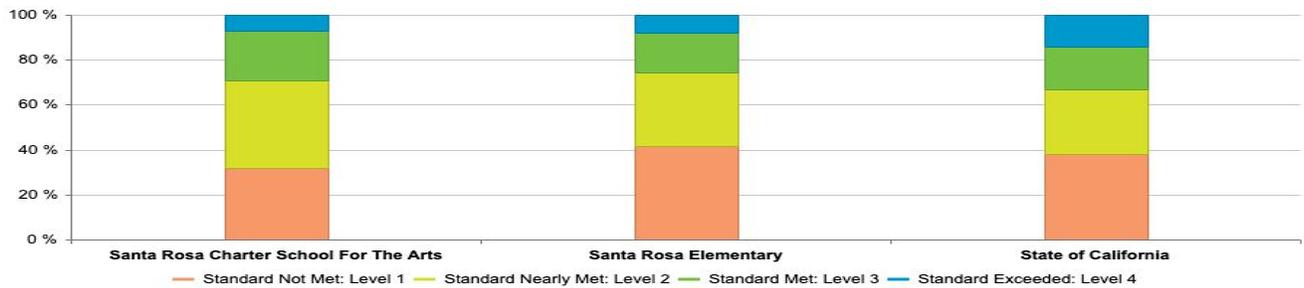


Overall Achievement

Achievement Level	Santa Rosa Charter School For The Arts	Santa Rosa Elementary	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded ⁽⁴⁾	14 %	10 %	16 %
Standard Met ⁽³⁾	33 %	22 %	28 %
Standard Nearly Met ⁽²⁾	27 %	26 %	25 %
Standard Not Met ⁽¹⁾	25 %	42 %	31 %

MATHEMATICS

2014–15 Achievement Level Distribution - All Grades

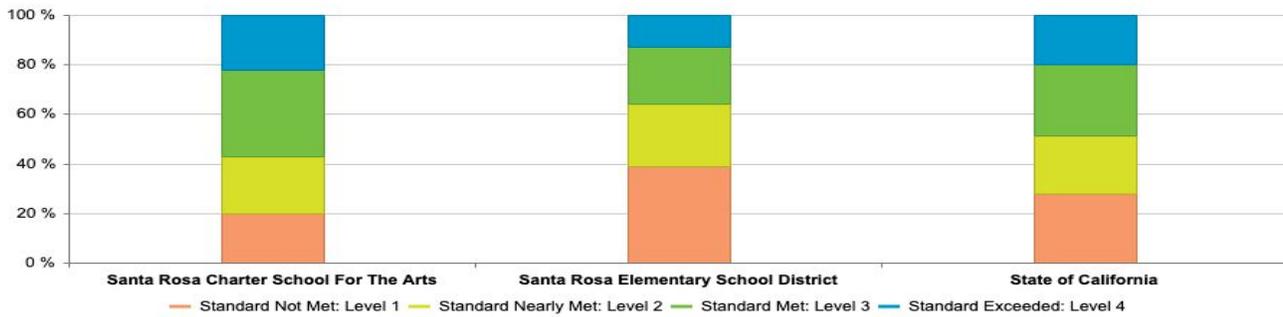


Overall Achievement

Achievement Level	Santa Rosa Charter School For The Arts	Santa Rosa Elementary	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded ⁽¹⁾	7 %	8 %	14 %
Standard Met ⁽¹⁾	22 %	18 %	19 %
Standard Nearly Met ⁽¹⁾	39 %	33 %	29 %
Standard Not Met ⁽¹⁾	32 %	42 %	38 %

ENGLISH LANGUAGE ARTS/LITERACY

2015–16 Achievement Level Distribution - All Grades

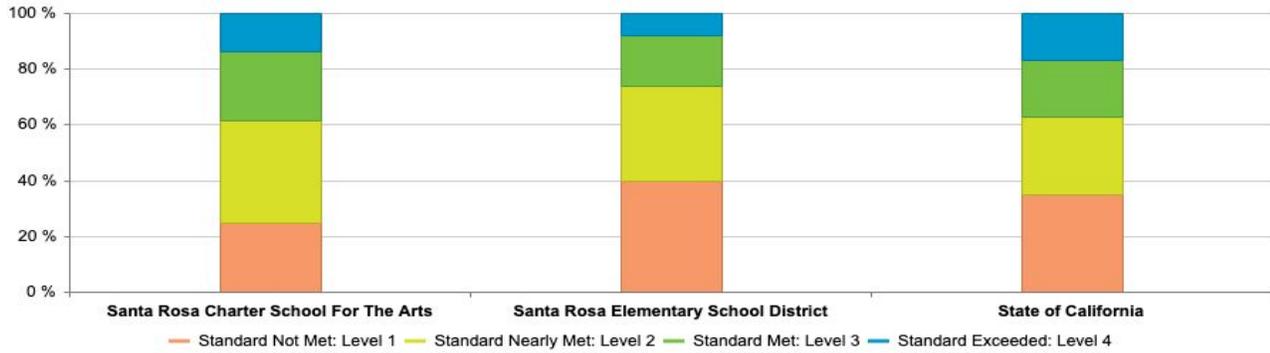


Overall Achievement

Achievement Level	Santa Rosa Charter School For The Arts	Santa Rosa Elementary School District	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	22 %	13 %	20 %
Standard Met: Level 3 ⁽¹⁾	35 %	23 %	29 %
Standard Nearly Met: Level 2 ⁽¹⁾	23 %	25 %	24 %
Standard Not Met: Level 1 ⁽¹⁾	20 %	39 %	28 %

MATHEMATICS

2015–16 Achievement Level Distribution - All Grades



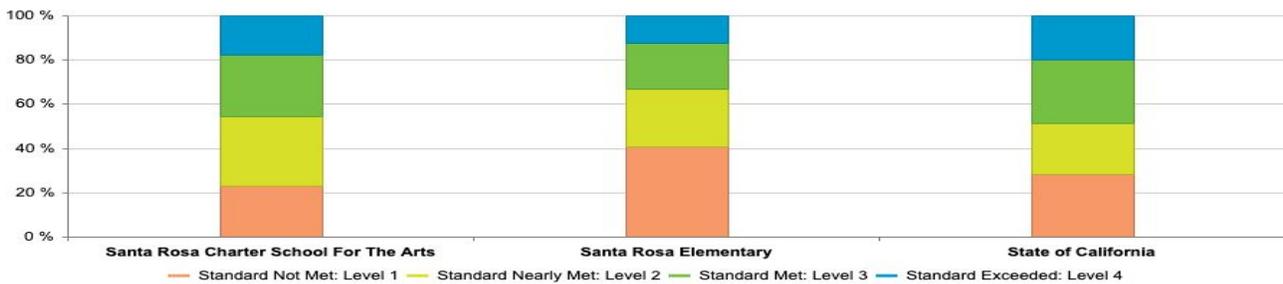
Overall Achievement

Achievement Level	Santa Rosa Charter School For The Arts	Santa Rosa Elementary School District	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	14 %	8 %	17 %
Standard Met: Level 3 ⁽ⁱ⁾	25 %	18 %	20 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	37 %	34 %	28 %
Standard Not Met: Level 1 ⁽ⁱ⁾	25 %	40 %	35 %

2016–17 Overall Achievement - All Grades

ENGLISH LANGUAGE ARTS/LITERACY

2016–17 Achievement Level Distribution - All Grades



Overall Achievement

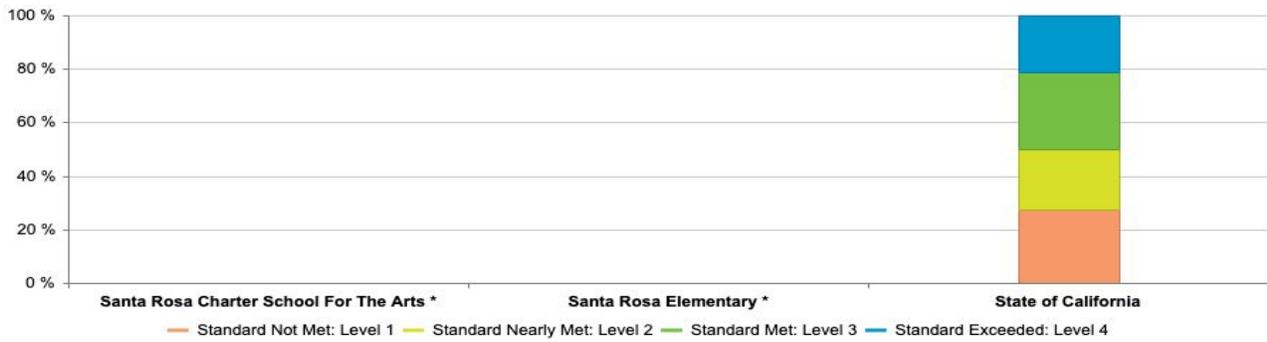
Achievement Level	Santa Rosa Charter School For The Arts	Santa Rosa Elementary	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	17.50 %	12.60 %	20.12 %
Standard Met: Level 3 ⁽ⁱ⁾	27.92 %	20.66 %	28.44 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	31.67 %	26.12 %	23.09 %
Standard Not Met: Level 1 ⁽ⁱ⁾	22.92 %	40.63 %	28.35 %

Overall Achievement

Achievement Level	Santa Rosa Charter School For The Arts	Santa Rosa Elementary	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	10.92 %	9.45 %	17.60 %
Standard Met: Level 3 ⁽ⁱ⁾	26.47 %	17.41 %	19.96 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	26.47 %	30.48 %	26.59 %
Standard Not Met: Level 1 ⁽ⁱ⁾	36.13 %	42.67 %	35.86 %

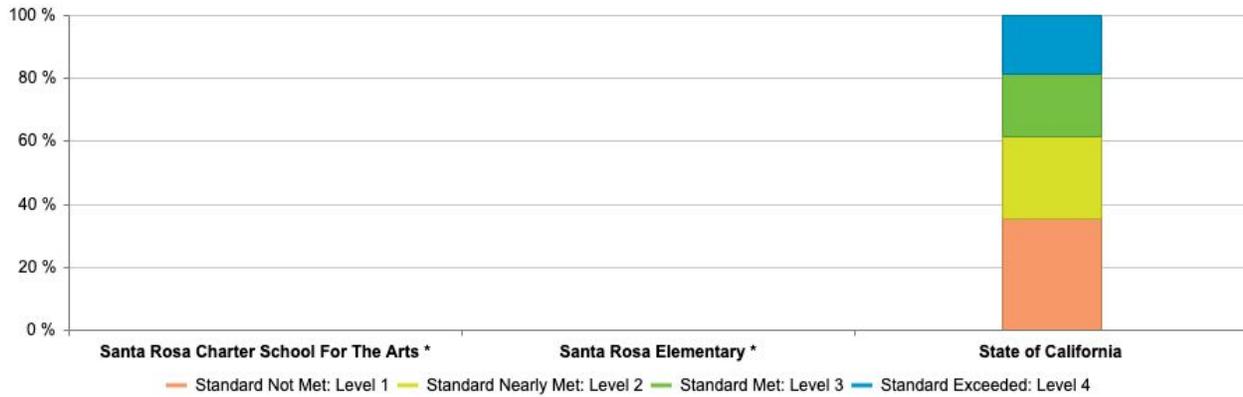
ENGLISH LANGUAGE ARTS/LITERACY

2017–18 Achievement Level Distribution - All Grades



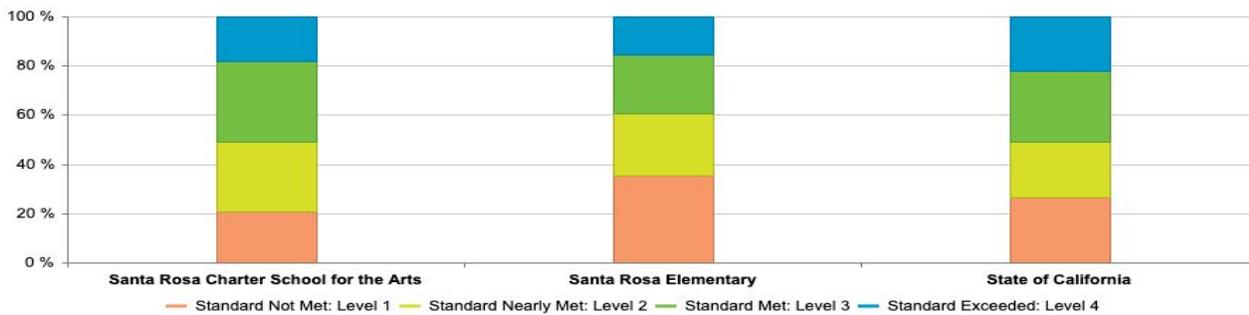
MATHEMATICS

2017–18 Achievement Level Distribution - All Grades



ENGLISH LANGUAGE ARTS/LITERACY

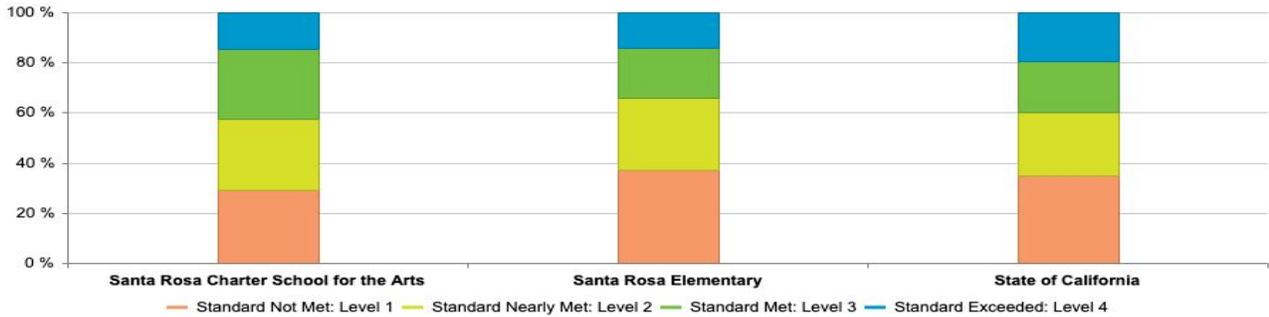
2018–19 Achievement Level Distribution - All Grades



Achievement Level	Santa Rosa Charter School for the Arts	Santa Rosa Elementary	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	17.93 %	15.31 %	22.23 %
Standard Met: Level 3 ⁽¹⁾	33.07 %	23.88 %	28.64 %
Standard Nearly Met: Level 2 ⁽¹⁾	28.29 %	25.50 %	22.40 %
Standard Not Met: Level 1 ⁽¹⁾	20.72 %	35.31 %	26.73 %

MATHEMATICS

2018–19 Achievement Level Distribution - All Grades



Overall Achievement

Achievement Level	Santa Rosa Charter School for the Arts	Santa Rosa Elementary	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4	14.74 %	14.00 %	19.69 %
Standard Met: Level 3	27.89 %	20.02 %	20.04 %
Standard Nearly Met: Level 2	28.29 %	28.65 %	25.41 %
Standard Not Met: Level 1	29.08 %	37.32 %	34.86 %

ELPAC information 2018 / 2019 results - 21 students

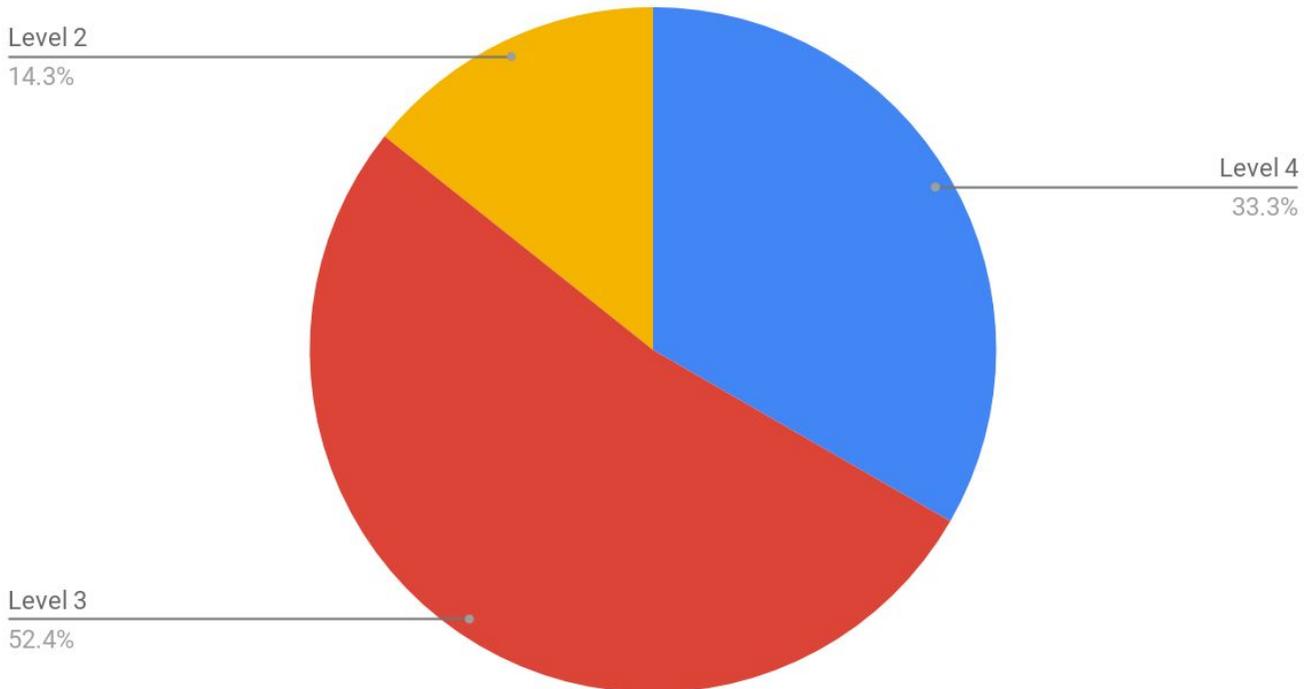
Currently, the English Language Proficiency Assessments for California (ELPAC) is the mandated state test for determining English language proficiency (ELP). It must be given to students whose primary language is one other than English. California and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten—or year one of a two-year kindergarten program, also referred to as transitional kindergarten—through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards and consists of two separate ELP assessments: The Initial ELPAC and the Summative ELPAC.

In the 2018-2019 school year, a high percentage of students, 85%, scored at high ELPAC proficiencies.

Reporting Level Descriptors

Level	Description
4	<p>Students at this level have well developed English skills.</p> <ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
3	<p>Students at this level have moderately developed English skills.</p> <ul style="list-style-type: none"> • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
2	<p>Students at this level have somewhat developed English skills.</p> <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
1	<p>Students at this level are at a beginning stage of developing English skills.</p> <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

2018 - 2019 Overall Performance



ELEMENT C – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

Evidence of student learning is frequent and involves both formative assessments as well as summative assessments throughout the academic year.

SCHOOL-WIDE ASSESSMENT PRACTICES

SRCSA will meet statewide standards and conduct required state mandated student assessments as required by the Charter School legislation.

Specifically, SRCSA will administer:

- Smarter Balanced Assessment (SBAC) in English Language Arts, Mathematics, and Science as part of the State Testing and Reporting program in grades 3-8 annually.
- Lucy Calkins Writing assessments
- Developmental Reading Assessment (DRA) reading inventory for all students in grades K-2 to pinpoint areas of need for early teacher intervention.
- ELPAC (English Language Proficiency Assessment for California) TK-8 for English Language Learners annually.

Dynamic Indicators of Early Literacy Success (DIBELS) is administered three times each year; at the beginning, middle, and end of the year for students in K-6. These short and targeted assessments provide checks on specific skills needed for continued literacy development.

DMDA (District Mathematics Diagnostic Assessment)

Everyday Math assessments

The State of California and the Santa Rosa City Schools have implemented Common Core State Standards and the Smarter Balanced Assessment Consortium (SBAC) test. This summative SBAC test has taken the place of the STAR test and as such will guide the Santa Rosa Charter School for the Arts to continually monitor, improve, and strengthen the schools’ educational program. Graphs representing SBAC data

The summative measurements of achievement on the district assessments and SBAC are not the only

forms of assessment that guide student learning. Student performance and progress are monitored using formative assessments. Teachers will have the ability to track these formative assessment results in the student information system. Furthermore, teachers collaborate during Common Planning Time to monitor student performance, discuss necessary interventions, and devise additional ways to make learning accessible to all students. The information gleaned in this manner will allow teachers to analyze data on individual and group performance according to the specific state standards. Student needs that emerge in the discussion related to formative assessments provide a guide for teachers in planning instruction and support for individuals, as well as for an entire class of students. Thus, all students will be assured of appropriate, personalized assistance for reaching grade level standards. This accomplishment is important whether or not a student continues at SRCSA throughout elementary school. If, for instance, a student should transfer to another public school because of a family move, s/he will be fully prepared because of the support given for reaching proficiency or higher on the standards.

Because all students need to be successful on the California High School Exit Exam (CAHSEE) in order to affirm basic knowledge of Language Arts and mathematics, and to be assured of a high school diploma, key CAHSEE standards in ELA and math are comprehensively covered as appropriate at each grade level. For example, in order to provide a foundational understanding of algebra prior to high school graduation, algebraic concepts and functions are taught and then reinforced, with appropriate emphasis given in each primary and middle school grade from early elementary through grade eight. A goal for SRCSA students is to pass the CAHSEE the first time the test is administered in the spring of their sophomore year of high school. Preparation for the exam needs to take place through all the grades.

As part of the ongoing assessment program, other formative assessments will be developed by SRCSA teachers in the core academic areas, including the arts. These assessments may include a variety of formats, and student work will reflect multi-faceted, performance-based, and project-based assignments that may include: writing, reflection, research, video, photography, drawing, dance, dramatic and/or musical performance, and other vehicles of expression. Through the Professional Learning Communities, teachers will define incremental goals for student achievement related to all subject areas and design project-based learning activities that challenge students to deepen their understanding of particular standards. When a certain level of achievement is reached, the learning will then be pushed to the next level, and when students fall behind or struggle with the expected outcomes, assistance may be provided from a variety of sources: the classroom teacher, cross-age tutoring within SRCSA, mentoring from Art Quest students from Santa Rosa High School, and formal after-school tutoring programs. The monitoring of student learning that is provided through formative assessments will allow staff to intervene in a timely fashion when a student falls behind.

Of course, the ones who contribute most to the learning process are the students themselves. Far from being passive recipients of learning, students at SRCSA are expected to understand their own progress in relation to the standards to help set their own goals and to select areas of investigation. Students need to demonstrate understanding through self assessment, performance, and exhibition and to construct and communicate knowledge that is based on core academic and visual and performing arts standards. One means of achieving this goal is to have students keep examples of their work over time and reflect in writing on their own progress as learners. Portfolio assessments, student critiques, and public presentations are used as additional aspects of learning. Students are mentored in their application process to the ArtQuest program at Santa Rosa High School. Students are engaged in the development of portfolios containing eclectic evidence that reflects learning related to their work as self-directed learners, effective communicators, community members, critical thinkers, and creative problem solvers.

Measuring Pupil Progress Toward Outcomes: Formative Assessment

As a District affiliated Charter School, SRCSA shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Some examples of these benchmark assessments include but are not limited to DIBLES and the district Writing Benchmark Assessment. SRCSA shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic, and/or benchmark assessments.

Grading, Progress Reporting, and Promotion/Retention

As a District-affiliated Charter School, SRCSA shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention. In addition, students will be evaluated in VAPA standards as they complete Art Integration units (Gr 1-8) and in the art electives (Gr 6-8).

Standardized Testing

SRCSA agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As a District-affiliated Charter School, SRCSA will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

ELEMENT D – GOVERNANCE

General Provisions

"The governance structure of the school, including, but not limited to, the process to by the school to ensure parental involvement. " Education Code 47605(b)(5)(D)

As a District affiliated/dependent Charter School, SRCSA is subject to the governance and control of the DISTRICT Board of Education. Governance at the school site level shall be in accordance with the provisions of this petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of DISTRICT collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and Santa Rosa Teachers Association the DISTRICT-FMTA CBA must be adhered to.

SRCSA complies with the Brown Act and the Public Records Act.

All employees and representatives of SRCSA, including members of SRCSA's local advisory council, members of school committees, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and DISTRICT's SRCSA policies, regarding ethics and conflicts of interest.

SRCSA shall ensure that, at all times throughout the term of the Charter, the bylaws of its local school leadership council are and remain consistent with District policy and the provisions of this Charter.

As indicated, the governance of SRCSA will rest with the Board of Education of the Santa Rosa City Schools. Except as specifically provided within the approved charter, the Board of Education Policies and Administrative Regulations will govern SRCSA in the same manner as for the non-Charter Schools of the District. Except as specifically provided within the approved charter, all District procedures, including budget adoption by the Board of Education and allocation of discretionary funding to SRCSA will occur in the same manner as for the non-SRCSAs in the District.

Staff members serving SRCSA are members of the respective collective bargaining units. Except as otherwise agreed to by the exclusive representatives through memoranda of understanding, collectively bargained contracts will pertain to SRCSA in the same manner as for the non-SRCSAs of the District.

Parental and community involvement are a strong component at SRCSA. The parents/guardians of prospective students are asked to familiarize themselves with the Mission Statement and Educational Vision of SRCSA.

This Parent Advisory Board (PAB) will operate under a set of by-laws. This committee operates as the guide that focuses all the charter community toward the common goals expressed in the charter document. In addition, this body has the responsibility for oversight of the budget, for making spending decisions utilizing funds allocated to SRCSA, and for monitoring SRCSA operation for adherence to the approved charter.

The PAB is an active and engaged body representative of the various constituents of the site. The PAB includes: four certificated staff members representing various grade levels and specialist areas, the arts coordinator, three parent/guardian members, a classified staff person, and the school principal. Terms are staggered every two years for all members except principal and Arts Coordinator.

P.A.B. Bylaws

Article I

The name of the committee shall be the Santa Rosa SRCSA for the Arts Parent Advisory Board (P.A.B).

Article II

Role of the Committee

The role of the Parent Advisory Board is to focus the charter community toward the common goals expressed in the charter document. Part of this is being responsible for oversight of the budget and making spending decisions utilizing funds allocated to the Santa Rosa SRCSA for the Arts' LCAP. PAB will also routinely monitor the needs of the school based on stakeholder input.

Members

Section 1 - Composition

The Parent Advisory Board will be an active and engaged body representative of the various constituents of the site. The Parent Advisory Board will include 9 members: The PAB includes: four certificated staff members representing various grade levels and specialist areas, the arts coordinator, three parent/guardian members, a classified staff person, and the school principal. In subsequent years, the make-up of the Parent Advisory Board will be reevaluated on a yearly basis. *Attention will be given to including staff members who teach at differing grade levels so that there is a fair representation of ages of students. Every attempt is made to have one of our PAB members also be from the ELAC.*

Section 2 - Term of Office

All members of the Parent Advisory Board shall serve for a two-year term. However, in order to achieve staggered membership, half of the committee members shall serve for a one-year term during the first year of the Board's inception with the exception of the principal, the Arts Coordinator and the certificated staff member. After the first year of the Board's existence, all terms shall be two years in length.

Elections will be held during the Spring Open House, a school-wide event at the end of the school year. Parents will be given advance notice of Board openings and the up-coming election. Prior notice of the list of candidates and election details will also be given.

Section 3 - Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Board. Absentee ballots shall not be permitted. A member may designate a proxy in writing. That vote will be for the designated meeting only. An abstention will be counted as a "no" vote.

Section 4 - Termination of Membership

A member shall no longer hold membership should he or she ceases to meet the membership requirements under which they were selected. Membership may terminate for any member who is absent from regular meetings for a period of three consecutive meetings. The Board, by affirmative vote of two-thirds of all the members, can suspend or expel a member.

Section 5 - Transfer of Membership

Membership on the Parent Advisory Board is not transferable or assignable.

Section 6 - Resignation

Any member may resign by filing a written resignation with the Parent Advisory Board.

Section 7- Vacancy

Any vacancy of the Board shall be filled for the remainder of the term by appointment of the Board. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process.

ARTICLE IV

Section 1 - Officers

The officers of the Parent Advisory Committee shall be chairperson, vice-chairperson, a secretary and a treasurer and such other officers as the Parent Advisory Board may deem desirable. The chairperson will be the principal and the secretary shall be the classified staff member/ school office manager.

Section 2 - Election and Term of Office

The officers of the Parent Advisory Board shall be elected annually at the first fall meeting and shall serve for one year or until each successor has been elected with the exception of the chairperson and the secretary.

Section 3 - Removal

Any officer may be removed by a two-thirds vote of all members sitting on the Board whenever, in the judgment of the Board, the best interests of the Board would be served thereby.

Section 4 - Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the Board for the unexpired portion of the term.

Section 5 - Chairperson

The principal shall be the designated chairperson. The chairperson shall reside at all meetings of the Board and may sign letters, reports, and other communication of the Board. In addition, the chairperson shall perform all duties involved to the office of the chairperson and such other duties as may be prescribed by the Board from time to time.

Section 6 - Vice-Chairperson

The vice chairperson will be appointed by the chairperson. The duties of the vice chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the Board.

Section 7 - Secretary

The secretary will be the SRCSA Office Manager or a designated classified staff member. The secretary shall keep the minutes of the meetings, both regular and special, of the Board and shall promptly transmit to each of the members, to the school district, and to such other persons as the Board may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these by-laws; be custodian of the Board records; keep a register of the address and phone number of each member of the Board which shall be furnished to the secretary by each member; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the Parent Advisory Board. The minutes binder shall be kept in the school administrative office.

Section 8 - Treasurer

The secretary and chairperson will act as the treasurer.

ARTICLE V
Committees

Section 1 - Standing and Special Committees

The Parent Advisory Board may, from time to time, establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the Parent Advisory Board.

Section 2 - Term of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the Parent Advisory Board shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof. The exception to this rule would be for the principal, arts coordinator and office manager or designated classified staff member whose positions on the board will be ongoing.

Section 3 - Rules

Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Parent Advisory Board.

Section 4 - Quorum

Unless otherwise provided in the decision of the Parent Advisory Board designating a Committee, a majority of the committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 5 - Vacancy

A vacancy in the membership of any committee may be filled by a majority vote of the Board.

ARTICLE VI Meetings of the Parent Advisory Board

Section 1 - Regular Meetings

The Parent Advisory Board shall meet at least monthly during the school year. Dates and time will be determined annually at the first fall meeting.

Section 2 - Special Meetings

Special meetings may be called by the chairperson or by a majority vote of the Parent Advisory Board.

Section 3 - Place of Meetings

As outlined by the Brown Act, the Parent Advisory Board shall hold its regular monthly meeting in a facility provided by the school and readily accessible and open to all members of the public, including handicapped persons.

Section 4 - Decisions of the Parent Advisory Board

All decisions of the Parent Advisory Board shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance. Any abstentions will be counted as "no" votes.

Section 5 – Quorum

The presence of 50% + 1 of the total membership shall be required to constitute a quorum necessary for the transaction of the business of the Parent Advisory Board. When a quorum is not present at an officially scheduled meeting of the Board, those present may proceed with the normal business of that meeting, as prescribed by an adopted agenda, with the understanding that all business must first be ratified by the

number of members necessary to form a quorum, and that these members shall be contacted by phone by the chairperson or his designee, either during or immediately following the adjournment of the meeting for any immediate action items, otherwise all items will be ratified by a quorum present at the next regularly scheduled meeting.

Section 6- Conduct of Meetings

All regular and scheduled meetings of the Parent Advisory Board shall be conducted as modified by the Board

Section 7 - Meetings Open to the Public

All regular meetings of the Parent Advisory Board shall be open at all times to the public.

ARTICLE VII

Amendment

These bylaws may be amended at any regular meeting by a two-thirds vote of the Parental Advisory Board membership.

2019-2020 Members

Principal: Kristen Vogel

Arts Coordinator: Melissa Wilde

Parent Representatives: Tracey Klein, Susan Surmik, Sara Sugrue

Teacher Representatives: Sally Genolio, Carmen Molina, Libby Cookman

Secretary: Nadia Talbot

Legal and Policy Compliance

The Santa Rosa SRCSA for the Arts complies with all applicable federal and state laws and regulations, and District policies.

Parental Involvement

Parents and families are an integral part of the SRCSA community. Families who attend the Charter are encouraged to volunteer in their child's class and/or participate in various school wide activities throughout the school year. These activities include, but are not limited to; organizing and executing fundraisers, participation and supervision on field trips, campus beautification days, and assisting the classroom teacher during special projects.

SRCSA has an active parent organization named School Arts Community Organization (SACO). This organization is active throughout the school by providing funding for classroom supplies, enrichment activities as well as providing another way that parents can have their voices heard. Parent involvement in this committee is strong and includes parents from across the grade levels.

Title IX, Section 504, and Uniform Complaint Procedures

The Santa Rosa SRCSA for the Arts complies with and implements all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the District's Uniform Complaint Procedures.

Responding to Inquiries

SRCSA shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. SRCSA acknowledges that it is subject to audit by DISTRICT, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to SRCSA operations is received or discovered by the District, SRCSA shall cooperate with any resulting investigation undertaken or initiated by the District.

Notification of the District

SRCSA shall notify the appropriate District staff in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by the school. SRCSA shall also notify the appropriate District staff in writing of any internal investigations within one week of commencing investigation.

Student Records

SRCSA complies with and implements all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from SRCSA to any other school district, SRCSA shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

ELEMENT E – EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school." Education Code 47605(b)(5)(E)

SRCSA will be staffed by highly trained, committed teachers with an arts background. This is essential to the school's vision that all students will experience high academic achievement, through an Arts Integration model.

Santa Rosa City Schools will serve as the chartering agency and the recruitment and selection of new staff will be done according to the District protocol as outlined in the contract with the Santa Rosa Teachers' Association. The teachers at the Santa Rosa Charter School for the Arts will be assured of placement on the salary schedule, benefits, and seniority advantages of employment as if they were teaching in a regular District school.

Instruction is provided by highly qualified staff who actively embrace and implement the concept of arts education and integrated curriculum design, as expressed within this charter petition. Teachers have a working understanding of the VAPA standards, and extensive training to put these standards into practice in

a K-8 environment. In addition, instructors at SRCSA are expected to engage in collaboration and ongoing professional development to support a program geared toward high academic standards for all students.

The credentialed classroom faculty members to be employed at SRCSA are highly qualified according to the directives of the law and are credentialed in the core subjects that they teach. As determined by the PAB, principal and teaching staff, arts specialists and consultants will be hired as needs arise and as the schedule and budget allow, and they will have an appropriate mix of subject matter expertise, professional experience, and the ability to work successfully with K-8 students.

Equal Employment Opportunity

The Santa Rosa Charter School for the Arts acknowledges and agrees that all persons are entitled to equal employment opportunity. SRCSA shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Staffing

SRCSA shall comply with and implement all applicable state and federal laws and regulations, District policies, and DISTRICT collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

SRCSA shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments provided they meet the personnel conditions of this charter. Unless the District has assigned all employees in a classification to a specific basis, SRCSA *will have autonomy in assigning positions to specific working bases.*

Selection of the principal shall remain the purview of the DISTRICT Superintendent.

Certificated Personnel

Selection of certificated staff shall comply with current California Education Code, District policy, and applicable collective bargaining agreements. SRCSA will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates as determined by Human Resources, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area.

Through both district- and SRCSA-funded programs, specialty training has been provided to SRCSA staff: Luther Burbank Center for the Arts, VAPA, Focus 5, and the Kennedy Center. Whenever possible, replacement of staff should be viewed through the lens of the school goal to build the staff's capacity to meet the student learning goals in an arts integrated model.

Classified Personnel

Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code, and applicable collective bargaining agreements. Unless valid reemployment lists exist, SRCSA will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to SRCSA; however,

the District retains the right to make such assignments in cases where no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

Professional Development

SRCSA shall comply with and implement any District-mandated professional development. Otherwise, SRCSA shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by SRCSA will be funded by the District consistent with its practice for other District schools.

ELEMENT F – HEALTH AND SAFETY PROCEDURES

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

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness. If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other SRCS campuses. SRCSA shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include SRCSA's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation.

SRCSA shall ensure that all staff members receive annual training on SRCSA's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. SRCSA shall provide all employees, and other persons working on behalf of SRCSA who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). SRCSA shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD

The procedures of SRCSA to ensure the health and safety of pupils and staff are identical to those procedures followed in the non-SRCSAs in the District. Such procedures will include requirements as set forth in

applicable sections of California Education Code and as described in the Charter Schools Act. This process includes fingerprinting and TB testing of all employees, consultants and volunteers.

ELEMENT G – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

SRCSA has an open enrollment policy with the goal of attracting a population of students that is representative of the ethnic and/or socioeconomic demographics of both the district’s population and the local area. The means by which racial and ethnic balance will be achieved includes outreach to prospective parents, guardians and interested parties. Outreach includes parent information nights, public service announcements, flyers and participation in community events to promote the school. As a public charter school in the state of California, we also comply with state laws governing admissions of charter schools.

Therefore:

- The school is committed to actively recruiting families and students dedicated to carrying forth the mission and vision of the school.
- The school welcomes all applicants and does not discriminate on the basis of the characteristics listed in Ed. Code section 220. (Actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, favorite color, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics.) [REF. Education Code Section 47605 (d) (1)]
- The school will comply with and enforce all state laws and regulations governing SRCsAs’ admission to these public institutions.

The annual report submitted to the Board of Education will report on the progress toward racial and ethnic balance. The current report, as of 2019, is as follows:

Ethnicity	Santa Rosa City Schools	Santa Rosa Charter School for the Arts
African American	2.1%	2%
American Indian or Alaska Native	1%	.3%
Asian	5.2%	2%
Filipino	1.1%	.3%
Hispanic/Latino	55.4%	24.8%
White (not Hispanic)	29.9%	63%

Two or More Races	3.9%	6.5%
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SRCSA PRACTICES AND POLICIES TO ACHIEVE RACIAL AND ETHNIC BALANCE

In order to reach racial and ethnic demographic parity with the Santa Rosa City Schools district, SRCSA has developed an action plan. SRCSA will take steps to launch this plan in the 2020-2021 school year and will fully execute it by the 2021-2022 school year.

First, SRCSA will begin by developing a survey for parents both of enrolled and unenrolled students in order to collect data, inform our planning and outreach to families and to learn more about the barriers both perceived and unperceived that are preventing Hispanic/Latino families from enrolling their students at SRCSA. Once SRCSA has more data on what these barriers are, as a school and as a district we will be able to work to eliminate them and strategically address them.

Next, SRCSA will develop the following promotional materials/tours in both English and Spanish to educate the Santa Rosa community of our vision, mission and educational opportunities:

1. A promotional flyer that will include information about:
 - arts integration and our partnership with the Luther Burbank Center for the Arts
 - the classes we offer in each of the art disciplines (i.e. violin, band, theater arts, dance, and visual/digital arts)
 - our ELD program
 - our academic program
2. A promotional video, or “virtual school tour,” that may include:
 - photos of our facilities
 - documentation of arts integrated projects
 - testimonials from students, parents, and staff
3. School tours in the late fall and winter in both English and Spanish.
4. A website in both English and Spanish. Parent resources in Spanish will be provided on the website.

Then, in the fall of each school year, SRCSA will reach out to the Santa Rosa communities that are underrepresented in our school demographics. Our plan may include the following outreach:

1. Visit preschools to distribute our flyer and perhaps make presentations at scheduled preschool parent events. Invite SRCSA students and parents to be a part of our presentation in order to offer testimonials.
2. Make contact with community organizations to distribute our promotional materials and to initiate conversations with the local community about how to improve learning and achievement for all students, including English Learners and students needing additional support.
3. Attend ELAC and/or DELAC meetings at other school sites/districts to make presentations and distribute our promotional materials. Invite SRCSA students and parents to be a part of our presentation in order to offer testimonials.
4. Attend local community events (i.e. May Day Celebration) for our students to perform and to distribute our promotional materials and answer questions from prospective families about SRCSA. Invite SRCSA students and parents to be a part of our presentation in order to offer testimonials.

All of this outreach will occur in a timely manner well ahead of the registration deadlines in order to give families time to make plans and attend a school tour.

No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students

As a District affiliated SRCSA, SRCSA shall continue to support the District's commitment to provide all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in-schools of the District identified by the California Department of Education as in need of Program Improvement.

Federal Program Compliance

As part of the District, which is a recipient of federal funds, SRCSA shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.

ELEMENT H – ADMISSION REQUIREMENTS *Education Code 47605(b)(5)(H)*

General Provisions

Admission shall be open to all pupils who wish to attend the school. Parents/guardians are encouraged to familiarize themselves with the arts based educational program set forth in the Charter. Enrollment will be limited only by the capacity of SRCSA in any given year.

Each year, SRCSA shall set its maximum student admission cap. SRCSA shall use the following admissions procedure to determine enrollment:

1. Admission Requirements: In the event that fewer students than the maximum cap apply to attend the school by the deadline for submitting applications (“admissions deadline”), SRCSA shall admit all pupils that apply.
2. Deadline Requirements: SRCSA shall only extend the admissions deadline should fewer than the maximum cap apply for admission before the deadline. SRCSA shall only accept applications to admit students after the admissions deadline to reach the maximum cap. After SRCSA receives applications up to the maximum cap, any remaining applicants will be placed on a waitlist and placed in order under the procedure set forth in Step 5.
3. Sibling Preferences: In the event that SRCSA receives applications exceeding the maximum cap prior to the close of the admissions deadline, it shall determine which students shall enroll in the school in the following manner:

All siblings of students enrolled at and attending SRCSA at the time of the lottery shall be admitted.

- (i). In the event that, after admitting all applicants under step 3, there are remaining spaces, SRCSA shall apply the lottery procedure set forth below, starting with Step 4(a), with respect to any remaining applicants.
- (ii). In the event that, in the course of implementing step 3, there are a number of applicants who meet the sibling requirement set forth in step 3 that exceeds the maximum cap, SRCSA shall apply the lottery procedure set forth below, starting with Step 4(a), to the group of siblings only, to determine admission to SRCSA.

4. Lottery Procedure: SRCSA shall employ the following lottery procedure to determine admission to the school in the event that the number of applicants exceeds the number of available slots:

- (a) The lottery shall be conducted by District personnel. The District and/or SRCSA shall provide all applicants 72 hours written notice of the conduct of the lottery, and also post the time and place of the

lottery at SRCSA and the District Office. The lottery shall take place at a public facility at the District Office or SRCSA and shall be made open to the public.

(b) A slip of paper bearing the name of each applicant shall be placed into a sealed envelope. Each envelope shall be marked on the outside “Free and Reduced Eligible – in District,” “Child of current SRCSA employee” and “District Resident.” Envelopes for applicants not falling into any of the above categories shall be marked “Other.”

Each envelope shall be numbered sequentially on the outside, along with the above-identified category, for tracking purposes. No other information, such as the students’ names, shall appear on the envelope.

In-District Applicants whose parents/guardians provide written verification that they are eligible for Free and Reduced lunch under that program’s guidelines shall be designated “Free and Reduced Eligible.” Applicants residing within the boundaries of the Santa Rosa City Schools elementary or high school districts⁴ shall be designated “District Resident.” Applicants not meeting any of these three criteria shall be designated as “Other.”

In the event that an applicant falls under more than one of the above-identified categories, they shall be designated only in the first category in the order in which they appear above in the first paragraph of Subsection 4(b).

(c) The District shall place the envelopes into separate containers labeled with each of the categories listed in Step 4(b). The District will then draw envelopes in the following sequential order, and shall repeat the sequence until all envelopes are drawn:

Draw No. 1:

- (i) Free and Reduced Eligible – in-District: Draw 4 times
- (ii) District Resident: Draw 1 time
- (iii) Child of current SRCSA employee: Draw 1 time
- (iv) For Dual-Immersion Charter Schools Only: For a Charter School that offers a dual-immersion language program as part of its Charter, if the school, to optimize the effectiveness of the dual-immersion program, requires a higher proportion of native speakers in the target language to reach a 50/50 ratio of native and non-native speakers, for all students whose parents identify as native speakers, or non-native speakers, as needed, of the target language in their Home Language Survey submitted to their school District (requires submission of completed Home Language Survey with application for admission): Draw 1 time

When all of the envelopes from categories (i) and (iv) are drawn, then, if there are remaining envelopes, then the lottery shall proceed to Draw No. 2:

Draw No. 2:

- (v) Other: Continue drawing one time until no envelopes remain.
- (d) District personnel shall then open the envelopes and record in writing the students who have been admitted, and the order in which they were selected, with no reference to the category in which the student fell. District personnel shall then provide the list of the admitted students, in order of admission, to the

⁴ Families residing within the Rincon Valley Union School District, Wright Elementary School District, Piner-Olivet Union School District and Bennett Valley Union School District all fall within the enrollment boundaries of the Santa Rosa City School high school district.

District Office, with a signature certifying that the results of the lottery are accurate to the best of their knowledge.

(e) The District shall take the following steps to protect the confidentiality of all pupil information: 1) During the conduct of the lottery, student names shall not be announced at any time, but, upon selection, shall be immediately recorded on the written log pursuant to Step 4(d) ; 2) Once the lottery has been completed, the student name slips and envelopes created pursuant to Step 4(b) shall be destroyed, and the list of students in order of admission created pursuant to Step 4(d) shall be retained; and 3) by the end of the next business day following the lottery, the District shall post an alphabetized list of admitted students at the District Office and at the administrative offices of SRCSA, with no reference to the category in which the student fell or order of selection.

5. Wait List:

(a) In the event that the maximum cap is reached without use of the lottery, subsequent applications from un-admitted students under Step 2 shall be placed on a waitlist in the order in which their applications were received, starting with applications received in the first enrollment window (*i.e.*, before the deadline for applying for admission.)

(b) In the event that there are applicants remaining after the conduct of the lottery in Step 4, those applicants not admitted to the school shall be placed on the waitlist in the order that their names were drawn under the process set forth in Step 4(c).

(c) District personnel shall provide a list of the waitlisted students, in the order in which they were placed on the waitlist, to the District Office, with a signature certifying that the waitlist is accurate to the best of their knowledge.

(d) To the extent that openings occur at SRCSA during the school year for which the lottery is conducted, applicants shall be offered admission in the order in which they appear on the waitlist.

McKinney-Vento Homeless Assistance Act

SRCSA shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

Non-Discrimination

The SRCSA shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. SRCSA may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

The SRCSA shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

ELEMENT I – ANNUAL FINANCIAL AUDITS

General Provisions

“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 47605(b)(5)(I)

The charter shall provide for an audit of the books and accounts by contracting with a selected auditor each fiscal year by April 1. A public accounting firm may not provide audit services if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services in each of the six previous fiscal years unless the Education Audits Appeal Panel waives this requirement if the panel finds that no otherwise eligible auditor is available to perform the audit.

The audit shall be made by a certified public accountant or a public accountant, licensed by the California Board of Accountancy, and selected by the charter, as applicable, from a directory of certified public accountants and public accountants deemed by the Controller as qualified to conduct audits of local educational agencies, which shall be published by the Controller not later than December 31 of each year.

The audit shall employ generally accepted accounting procedures and include an audit of income and expenditures by source of funds, including state and federal grant funds, and any other funds under the control or jurisdiction of the charter.

By December 15 each year the audit report will be filed with the State Controller’s Office (SCO), California Department of Education (CDE), and County Office of Education (COE). By January 31 each year the School Board will accept the annual audit report at a public meeting.

The charter will review the annual audit, audit exceptions, going concerns, findings, board recommendations and corrective action plans contained in the independent audit report and complete a certification of corrective action of audit findings, after resolution of all findings, each year by March 15.

The financial audit(s) of SRCSA is accomplished as part of the total District audit, and financial oversight is provided through Business Services and the Accounting Office of Santa Rosa City Schools (SRCS). The additional fees for Charter School audits is being paid with funds generated by the Charter School average daily attendance.

Budget reports are submitted to the SRCS Board of Education as follows: a preliminary budget on or before July 1 each year; an interim financial report, reflecting changes through October 31, on or before December 15 each year; a second interim financial report, reflecting changes through January 31, on or before March 15 of each year; and a final unaudited financial report for the full prior year on or before September 15 each year.

ELEMENT J – SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

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

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

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from, a school-sponsored activity

CAUSE FOR SUSPENSION AND EXPULSION – ENUMERATED OFFENSES

After reviewing the lists of disciplinary offenses that apply to students attending non-charter public schools, the School has determined that the following lists of offenses, as well as the following disciplinary procedures, align with the School's mission and vision and provide for the safety of the School community:

Discretionary Suspension Offenses: A student may be recommended for suspension for any of the following reasons:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defenseUnlawfully

possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (exception made for use or possession by a student of his or her own prescription products)

- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm as defined in Education Code Section 49800(m)
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 49800(q)
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment, as defined in Education Code Section 212.5 (not applicable to students in grades TK-3)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (not applicable to students in grades TK-3)
- Intentionally engaged in harassment, threats, or intimidation directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment (not applicable to students in grades TK-3)
- Made terrorist threats against school officials, school property, or both

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil

For a pupil subject to discipline under this section, administration or the administration's designee may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5. Alternatives to suspension or expulsion shall be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. The School does not impose mandatory suspension. Rather, suspensions are discretionary. Suspension shall be imposed only when other means of correction fail to bring about proper conduct.

Depending on the severity and seriousness of the offense and past conduct of the pupil, administration may recommend an expulsion instead of a suspension. That determination is within the professional discretion of administration for the following list of discretionary expellable offenses, as well as suspension offenses.

Discretionary Expulsion Offenses: A student may be recommended for expulsion for any of the following reasons:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (exception made for use or possession by a student of his or her own prescription products)
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Knowingly received stolen school property or private property (includes, but is not limited to,

electronic files and databases)

- Possessed an imitation firearm as defined in Education Code Section 49800(m)
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 49800(q)
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment, as defined in Education Code Section 212.5 (not applicable to students in grades TK-3)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (not applicable to students in grades TK-3)
- Intentionally engaged in harassment, threats, or intimidation directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment (not applicable to students in grades TK-3)
- Made terrorist threats against school officials, school property, or both
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil

Non-Discretionary Suspension Offenses: Students must be suspended and will receive a mandatory recommendation for expulsion if it is determined that the pupil:

- 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 student had obtained written permission to possess the item from a certificated school employee, which is concurred in by either Co-Director
- Brandished a knife at another person.
- Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code Section 48900 or committed a sexual battery as defined in subdivision (n) of Section 48900
- Possessed an explosive

Non-Discretionary Expulsion Offenses: Students must be suspended and will receive a mandatory recommendation for expulsion if it is determined that the pupil:

- Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code Section 48900 or committed a sexual battery as defined in subdivision (n) of Section 48900

Students are subject to mandatory recommendation for expulsion from SRCSA for any of the reasons as specified in the Education Code § 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal

mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school or possessed a firearm at school. SRCSA will refer to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school.

PROCESS FOR SUSPENSION AND EXPULSION

Step 1: Informal Conference

Suspension shall be preceded by an informal conference conducted by administration, with the student and the student's parents. The conference may be omitted if administration determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as practicable. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Step 2: Notice to Parents

Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, a school employee shall immediately make a reasonable effort to contact the parents by telephone, email or in person. Initial contact will be followed by a written notice within 24 hours of the suspension. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

Step 3: Determination of Length of Suspension

The length of the suspension will be determined by administration based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by administration or 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 administration 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

Arrangements shall be made to provide the student with classroom material and current assignments to be

completed at home during the length of the suspension.

Step 4: Recommendations for Expulsion

If the administration recommends expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by administration upon either of the following findings:

- The student's presence will likely be disruptive to the educational process
 - The student poses a threat or danger to others
- Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.
- Students will be recommended for expulsion if the Co-Director finds that at least one of the following findings may be substantiated:
- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
 - Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Step 5: Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled.

Written notice of the hearing will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
 - A statement of the specific facts, charges and offense upon which the proposed expulsion is based
 - A copy of the disciplinary rules that relate to the alleged violation
 - The opportunity for the student or the student's parents to appear in person at the hearing
 - The opportunity for the student to be represented by counsel at the student's parents' discretion and expense
 - The right to examine and acquire copies of all documents to be used at the hearing
 - The opportunity to cross-examine all witnesses that testify at the hearing
 - The opportunity to present evidence and witnesses on behalf of the student
- The hearing will be held within 30 days after the Co-Director determines that an act subject to expulsion has occurred. The hearing will be conducted by an ad hoc committee of the Board. A Facts and Findings document will be prepared to summarize the evidence adduced at the hearing to substantiate the expulsion decision. The hearing will be held in closed session unless the pupil makes a written request for a public hearing at least three (3) days' prior to the hearing. A transcript of the hearing shall be prepared and maintained by Alma Fuerte, including a statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed.

Upon expulsion, written notice will be sent within 24 hours by administration to the parents of any student who is expelled. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."

- Notice of the student or parent obligation to inform any new district in which the student seeks to enroll in the student's status with SRCS.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. SRCSA will also notify its charter authorizer of the expelled student's name and the specific expellable offense committed. Any incident of violent and/or serious student behavior shall also be communicated to the district/school to which the student matriculates. If the decision is not to expel, the student will return to classes at SRCSA.

The School's Board shall recommend a plan of rehabilitation for the student at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, counseling or other rehabilitative programs. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless School's Board makes a finding that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other students or employees of the School. A description of the readmission plan shall promptly be made available to the student and the student's parent or guardian at the time the expulsion order is entered, including any related findings.

APPEAL OF SUSPENSION OR EXPULSION

Parents will be notified in advance to enactment of the suspension or expulsion and the reasons therefore and can appeal a student's suspension or expulsion.

The suspension of a student will be at the discretion of administration. A suspension appeal may be made to Student and Family Services (SAFE) within the term of the suspension (within three days of the suspension). Following due consideration, a decision by the Student and Family Services (SAFE) regarding student suspension will be considered final.

An expulsion may be appealed within ten working days and must be submitted in writing to Student and Family Services (SAFE). The student will be considered expelled until a meeting is convened to consider the appeal (within 10 working days). The appeal will be considered by members of the Student and Family Services (SAFE), not including any of the same individuals or panel who suspended the student and recommended the expulsion. For a student who is not reinstated upon appeal, the family will be sent written notification of such, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the panel of representatives selected by the Board will be final.

All District rules/processes concerning suspension or expulsion pertain to the Charter School in the same manner as for the non-charter schools of the District.

SRCSA has implemented alternatives to suspension and expulsion. Such alternatives, include but are not limited to, the use of Restorative Practices and Restorative Peer Councils. A restorative Peer Council is a group of students and teacher leaders who are trained in restorative processes to resolve conflict and help create accountability and allow students to realize how others were impacted by a behavior.

Students with Disabilities

The SRCSA implements operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, SRCSA shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the District Special Education Unit.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Santa Rosa SRCSA for the Arts shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and SRCSA, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Santa Rosa SRCSA for the Arts administrator will convene a meeting to ask the following two questions:

- Was the misconduct caused by, or directly and substantially related to the student’s disability?
- Was the misconduct a direct result of SRCSA’s failure to implement 504?

Notification of Student’s District of Residence

Upon the expulsion of any student, if the student is a resident of a school district other than District, SRCSA must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, SRCSA shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

Outcome Data

The SRCSA gathers and maintains all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District’s Student Information System and shall make such outcome data readily available to the District upon request.

Readmission

The SRCSA with all District policies and procedures related to requests for readmission by students expelled from the school.

Gun Free Schools Act

The SRCSA complies with the federal Gun Free Schools Act.

ELEMENT K – EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of SRCSA will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Education Code 47605(b)(5)(K)

Retirement provisions for staff members who serve SRCSA’s students are identical to those for staff members in the non-SRCSA of the District.

ELEMENT L – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend SRCsAs." Education Code 47605(b)(5)(L)

Enrollment in Santa Rosa Charter School for the Arts is based upon parental request and the enrollment process referenced above. No student will otherwise be assigned to SRCSA. Establishment of SRCSA will not affect the Public School Alternatives for other students.

Pupils of SRCSA do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in SRCSA, except to the extent that such a right is extended by the school district. A pupil who chooses not to attend SRCSA may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If SRCs is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

SRCSA is a school of choice. Parent/guardians and students will be informed of their public school attendance alternatives during the enrollment process.

ELEMENT M – RIGHTS OF DISTRICT EMPLOYEES

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

Except as otherwise agreed to by the exclusive representatives, transfer and assignment provisions of the collectively bargained contracts will pertain to SRCSA in the same manner as for the non-SRCsAs of the District. No staff member will be assigned to SRCSA except by his/her request for a transfer and/or through a formal application process.

[SRTA Contract](#)

ELEMENT N – MANDATORY DISPUTE RESOLUTION

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

The purpose of the dispute resolution process is to have school community members resolve issues in-house in an amicable and fair manner whenever possible and to avoid contacting the Board of Education and District unnecessarily. School community includes students, parents, teachers, applicant families, volunteers, advisors, community members' partners and collaborators.

The PAB will review the dispute and resolution process each year. Procedures will be fair, specific, and supported by the school community. In the event of a dispute, concerned persons will follow these steps:

Make an appointment with the teacher or person whose area of responsibility the issue involves, or the person directly involved in the issue.

Make an appointment with the principal, if the meeting does not resolve the issue. When appropriate, the principal may request the teacher, staff member, or other party to take part in the meeting.

Should the issue still not be resolved, the individual(s) bringing the complaint will have the right to file a complaint with the office of the Superintendent of SRCS. Ultimately, the Board of Education of Santa Rosa City Schools retains the final decision right concerning any such dispute.

All SRCSA faculty, staff, administrators, parents, applicant families and PAB members will sign a pledge to resolve disputes via this dispute process or its replacement. This means that the individuals will avoid contacting the Board of Education and the School District regarding a conflict at SRCSA, until all of the relevant procedures listed above have been exhausted and documented.

SRCSA agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and SRCSA shall be resolved by a collaborative team from the Educational Service Center and Division in accordance with the procedures set forth below:

1. Notification of any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To SRCSA:
Kristen Vogel
Principal, SRCSA
756 Humboldt St.
Santa Rosa, CA 95404

To Director of SRCSA’s:
SRCS Teaching and Learning
Dr. Anna Guzman
211 Ridgeway Ave,
Santa Rosa, CA 95401

2. A written response (“Written Response”) shall be tendered to SRCSA within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by SRCSA. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00pm; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT O – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

The Santa Rosa City School District is the exclusive public school employer of the employees of SRCSA for the purposes of the Educational Employee Relations Act (EERA).

ELEMENT P – SRCSA CLOSURE PROCEDURES

"A description of the procedures to be used if SRCSA closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of SRCSA, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Education Code 47605(b)(5)(P)

Should the Charter close, all remaining assets and liabilities of the organization will be disposed of by the school's PAB to the District or other appropriate entity, or returned to the state in accordance with the asset disposition provisions of the organization's bylaws, District Policy, and state law. Assets allowed, administrative staff will be retained as long as necessary to ensure the transfer of assets, disposition of liabilities, transfer of student records, and closure of the facility. Student records and cumulative files will be forwarded to the schools to which the students transfer or, depending upon circumstance, will be turned over to SRCSA District Office. All other student and school records shall be disposed of in a way that will ensure the confidentiality of the records. It shall be the responsibility of the PAB to finalize all closing arrangements. The Executive Director of Fiscal Services for SRCSA will ensure that the financial audit of the school's assets and liabilities is performed.

Closure Action

In order to close the SRCSA, the DISTRICT Board of Education must take a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the DISTRICT Board of Education revoked or denied renewal of the Charter; the DISTRICT Board of Education takes specific Board action to close SRCSA pursuant to the Board's general authority and/or its unique authority as the legal governing board of SRCSA pursuant to the Charter Schools Act of 1992; the Charter lapses; or the DISTRICT Superintendent or his/her designee approves SRCSA's request to revert to a District traditional school.

In the event of a Closure Action, unless express DISTRICT Board action directs otherwise, SRCSA shall revert to a District traditional school.

Revocation of the Charter

The District may revoke the Charter if SRCSA commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992. The District may revoke the charter of SRCSA if the District finds, through a showing of substantial evidence, that SRCSA did any of the following:

- SRCSA committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- SRCSA failed to meet or pursue any of the pupil outcomes identified in the Charter.
- SRCSA failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- SRCSA violated any provision of law.

Pursuant to AB 97, SRCSA be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the DISTRICT Board of Education will notify SRCSA in writing of the specific violation, and give SRCSA a reasonable opportunity to cure the violation, unless the DISTRICT Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

The District Board may also close SRCSA voluntarily at any time.

Closure Procedures

In the event of a Closure, SRCSA shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the DISTRICT Board of Education. To the extent that they are not already District property or rights, all assets of SRCSA shall be automatically transferred to DISTRICT. The District reserves the right to conduct a close out audit or other audit.

SRCSA shall issue written notification of the school's closure as a District affiliated SRCSA, and reversion to a District traditional school, to the parents/guardians/caregivers of all enrolled students of SRCSA within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated SRCSA and information regarding how to enroll or transfer the student to an appropriate school. SRCSA shall simultaneously provide a copy of the written parent notification to the District.

If SRCSA serves any students who reside outside District boundaries, SRCSA shall notify, within 72 hours of a Closure, any school district that may be responsible for providing education services to the former students of SRCSA. This notice must include a list of students potentially returning to that district based on student residence. SRCSA shall simultaneously provide a copy of these notifications, if any, to the District.

This Element P shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end SRCSA's authorization to operate as a SRCSA or cause SRCSA to cease operation.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and SRCS procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the SRCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the SRCSA closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to SRCS in accordance with District procedures.
4. SRCSA must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the SRCS for the delivery and/or pickup of student records.
5. SRCSAI must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. SRCSA must provide to SRCS a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. SRCSA must provide to SRCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to SRCS and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform SRCS immediately upon the transfer of Charter School's employee records to the designee.
8. SRCSA shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. SRCSA shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

SRCSA's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

SRCSA will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.

REQUIRED AFFIRMATION

As the authorized lead petitioner, I, Anna Guzman, hereby certify that the information submitted in this application for a charter for the renewal of the Santa Rosa Charter School for the Arts 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 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

Shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (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)]

The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]

The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes

set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

47605 (d)(3)(G)

The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate.

As noted above, facility maintenance of the SRCSA classrooms will be accomplished through a fee-based arrangement with the District.

District-Owned Facilities

If SRCSA is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be coterminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the SRCS Board of Education with the renewal of the charter petition. If SRCSA and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

SRCSA acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and

equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other SRCS campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If SRCSA will share the use of District facilities with other District user groups, SRCSA agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

Use: SRCSA will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to SRCSA.

Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, that it provides to SRCSA for use. SRCSA, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the maintenance and operations.

Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

Programs, Services, and Activities Outside Instructional Program; Third Party Vendors

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

Minimum Payments or Charges to be Paid to District Arising From the Facilities:

(i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, SRCSA shall pay any assessment or fee imposed upon or levied on the SRCS facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and SRCS's policies on operations and maintenance services for facilities and M&O. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay SRCS for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in SRCS's property insurance or, if Charter School is the sole occupant of SRCS facilities, obtain and maintain separate property insurance for the SRCS facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the SRCS facility IF Charter School is co-locating or sharing the SRCS facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the SRCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows SRCSA to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the SRCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the SRCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, SRCSA shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. **Pest Management:**

Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: SRCSA shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

STUDENTS WITH DISABILITIES

Federal Law Compliance

SRCSA shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

SRCSA shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at SRCS-authorized charter schools, including Charter School. Prior to SRCS Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between SRCS and Charter School regarding the provision and funding of special education services consistent with applicable state law and the SRCS Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

INSURANCE

The Arts Charter falls under the Santa Rosa City Schools insurance claims with the Redwood Empire School's Insurance Group.

BUDGET

The operational budgets called for in Board Policy 0420.4 is attached.

IMPACT ON DISTRICT

Since the SRCSA will operate within the Board of Education policy and under District Administrative control, there should be no additional civil liability. The Charter School budgets will be constructed so as to be financially neutral for the District.

BASIC ADMINISTRATIVE SERVICES

Basic administrative services for the SRCSA will be provided by the regular administrative personnel of the site. As needed, ancillary services, e.g., attendance, nurse, counseling, special education, telephone, duplication services, technology support, custodial support, etc. will be provided to the Charter School through the District Office. In addition, any other centralized administrative services which are provided to non-charter schools in the District will also be provided, as appropriate, to SRCSA.

Funds generated by the SRCSA average daily attendance will compensate the District for both site level and District level administrative services.

REFERENCES

Marzano, Robert J. *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd, 2007.

Wolfe, Patricia. Brain matters: Translating research into classroom practice. ASCD, 2010.

Duma, Amy L., and Lynne B. Silverstein. "Arts Integration: A Creative Pathway for Teaching." *Educational Leadership* 76.4 (2018): 55-59.

Rinne, Luke, et al. "Why arts integration improves long-term retention of content." *Mind, Brain, and Education* 5.2 (2011): 89-96.

**French American Charter 2019/20 Second
Interim MYP**

		2019-20	2020-21	2021-22
REVENUES				
LCFF Sources	8010-8099	\$ 3,958,279.00	\$ 4,138,262.00	\$ 4,244,788.00
Federal Revenue	8100-8299	\$ -	\$ -	\$ -
Other State Revenue	8300-8599	\$ 179,422.00	\$ 179,422.00	\$ 179,422.00
Other Local Revenue*	8600-8799	\$ 51,390.03	\$ 51,390.03	\$ 51,390.03
Other Financing Sources	8900-8999	\$ 48,684.00	\$ 48,684.00	\$ 48,684.00
TOTAL REVENUES		\$ 4,237,775.03	\$ 4,369,074.03	\$ 4,475,600.03
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 2,193,757.53	\$ 2,303,445.41	\$ 2,418,617.68
Classified Salaries	2000-2999	\$ 324,493.83	\$ 340,718.52	\$ 357,754.45
Employee Benefits	3000-3999	\$ 735,355.59	\$ 772,123.37	\$ 810,729.54
Books and Supplies	4000-4999	\$ 187,764.52	\$ 187,764.52	\$ 187,764.52
Services and Other Operating Expenditures	5000-5999	\$ 324,558.63	\$ 324,558.63	\$ 324,558.63
Capital Outlay	6000-6999	\$ -	\$ -	\$ -
Other Outgo	7000-7999	\$ 570,332.00	\$ 570,332.00	\$ 570,332.00
TOTAL EXPENDITURES		\$ 4,336,262.10	\$ 4,498,942.45	\$ 4,669,756.81
NET INCREASE (DECREASE) IN FUND BALANCE		\$ (98,487.07)	\$ (129,868.42)	\$ (194,156.78)

FUND BALANCE, RESERVES				
Beginning Fund Balance		\$ 723,127.44	\$ 624,640.37	\$ 307,271.95
Ending Balance		\$ 624,640.37	\$ 307,271.95	\$ 113,115.17