



TWO WAY BILINGUAL IMMERSION SCHOOL

DESCRIPTION OF ELEMENTS REQUIRED BY THE CHARTER SCHOOLS ACT OF 1992

ELEMENT A—DESCRIPTION OF THE EDUCATION PROGRAM

“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 SRTWBI is to create a family and community centered environment that promotes a rigorous academic environment which creates bilingual, biliterate and multicultural quality education for all students. This environment fosters creative, honest and kind citizens of the community and the world.

Motto: Bilingual/Biliterate/Bicultural/By Choice

II. Program Overview

The SRTWBI community believes that the best setting for educating linguistic minority pupils - and one of the best for educating any pupil - is a school in which two languages are used without apology and where becoming proficient in both is considered a significant intellectual and cultural achievement. (C. Glenn, 1990).

SRTWBI is a new school dedicated to excellence and fidelity to a high quality implementation of the two-way immersion (TWI) model. SRTWBI will support all students in a rigorous, highly focused educational environment that will prepare them for a future in higher education and a global workforce.

The SRTWBI is dedicated to inspiring each child to realize his/her unique potential. Central to the educational philosophy is the belief that children learn best when:

- There are high standards and expectations for all.
- They become active participants in, not mere recipients, of their education.
- A positive school culture is developed that respects diversity and multi-culturalism.
- Parents and community are seen as essential partners.
- The language and culture of all families are valued and embraced.
- They are provided a positive, respectful learning environment, where students take

responsibility for their actions, choices and learning.

- Collaboration and positive interaction among peers is facilitated.
- They are offered meaningful high quality instruction.
- They are given opportunities to use technology as a tool to access and share knowledge across the content areas.
- Teachers reflect and differentiate instruction based on student's needs.
- Teachers are given time to collaborate and plan instruction based on assessment and student needs.
- Teachers and staff are provided quality professional development to ensure they are implementing best practices and current research.

GOALS

The SRTWBI will provide students with the tools to become bilingual, biliterate, academically and socially competent, self-motivated, lifelong learners in a technologically advanced and diverse global society. These objectives will be accomplished through: a focus on academic rigor, instructional practices that meet the diverse needs of learners, a program that builds competence and confidence across cultures and languages, and a creative, enriched environment that fosters a passion for learning. The SRTWBI goals for its students include:

- **High Academic Achievement** Through a focus on academic rigor and effective instructional practices, students will attain high levels of content area knowledge and demonstrate grade-level academic achievement in both English and Spanish. Students will engage in a highly challenging curriculum in English and Spanish derived from the Common Core Standards. Students will be prepared for all state testing.
- **Bilingualism and Biliteracy** - All students will learn to read, write, listen and speak in English and Spanish. Students will develop high levels of literacy in both languages using the Common Core standards and through the implementation of the Guiding Principles in Dual Language Education. In addition, students will attain the world language content standards for Spanish as defined by the California Department of Education and the American Council on the Teaching of Foreign Languages (ACTFL). The SRTWBI believes that being bilingual and biliterate benefits all students and, in turn, their local and global communities.
- **Multicultural Competence** - Students will develop high levels of self-confidence and cross-cultural understanding. Students will meet the cultural standards of World Language Content Standards, and learn about their culture and other cultures. They will be able to compare/contrast other cultures, leading to respect and appreciation of ethnic diversity, cultural pluralism, and individual differences.
- **Social Skills and Social Responsibility** - the SRTWBI will foster a strong sense of responsibility, confidence, self-motivation, and the leadership skills necessary for success in the classroom and beyond. Students will be encouraged to think critically, to analyze, question and resolve conflicts peacefully. They will learn to work effectively in groups, to help each other and contribute to their community and prepare for the professional skills required in a global society. The BEST (Building Effective Schools Together) program will be implemented as part of the school.
- **Student Centered Instruction** - Teachers will deliver student centered instruction, based on the Common Core Standards, where students feel safe bringing their knowledge into the classroom. Whenever possible, instruction will incorporate students' interests, experiences and ideas, requiring them to be active, responsible participants in their own learning. Special attention will be placed on providing opportunities to

transfer knowledge to a variety of situations, leading to life-long learning as well as college and career readiness.

- **Experiential Education** - Students will learn through a process of inquiry and reflection. They will participate in curriculum structured around projects and activities that allow the learner to be actively engaged in the process of deeper understanding and greater retention of the curriculum. Students will teach and learn from each other by working collaboratively in cooperative groups, leading to genuine, meaningful and long-lasting learning. Experiential learning will provide the opportunities for students to develop problem-solving skills and innovative design thinking.

- **Home and School Partnership** - Parents are empowered through a range of home/school interactions that develop a sense of partnership, inclusion and promote mutual support. Each parent is seen as the primary teacher of their child. Parents are valued and respected as an important member of the school team, capable of making important contributions to the educational process. Parents are required to volunteer regularly in the school.

- **Information Literacy** - Students and teachers will use technology to enhance and deepen content knowledge. Students will learn effective ways to use technology for research and multi-media presentations and communication in two languages while also being trained in internet safety and online ethics.

EDUCATION FOR THE 21ST CENTURY

The 21st century will be characterized by an expanding, technology driven, complex and changing global community. Effective citizens will need to communicate clearly, have strong creativity, and work collaboratively with others who may be very different from them. They will need highly developed critical thinking problem solving skills and the oral, literacy, cross-cultural and interpersonal skills to effectively communicate in more than one language.

As educated persons in the 21st century, students will need to be college and career ready after high school. The SRTWBI prepares students by providing them with the necessary tools and skills as outlined in our goals and measurable student outcomes.

III. Curriculum and Instruction

The current research states the needs of language minority and language majority students can be simultaneously met by combining the best features of immersion programs and of bilingual education. According to Kathryn Lindholm-Leary, Dr. Stephen Krashen and Dr. James Cummins, bilingual immersion programs are based on four underlying ideas:

1. Second language is best acquired by language minority students when their first language is firmly established.
2. Second Language is best acquired by language majority students through immersion in that language.
3. Knowledge learned through one language paves the way for knowledge acquisition in the second language. Thus, students who learn content in one language are expected to demonstrate content knowledge in the second language once they acquire the language skills to express the knowledge.
4. Students need to reach a threshold level of native language proficiency in order to facilitate second language development. Long-term cognitive advantages of bilingualism will not accrue until the student has sufficiently developed both languages.

SRTWBI's educational program will be based on the strong and consistent research based on quality bilingual education programs that have shown high rates of academic success in both English and the minority language for English learners (Francis et al, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2006; Krashen & Biber, 1988; Lindholm Leary, 2000; Lindholm-Leary & Borsato, 2006; Lindholm-Leary & Genesee, in press; Ramirez, Yuen and Ramey, 1991; Tempes, 1984-85; Thomas & Collier, 2001; Willig, 1985). Such studies document the numerous benefits of extended native language instruction, including initial literacy instruction, for ELs in quality programs.

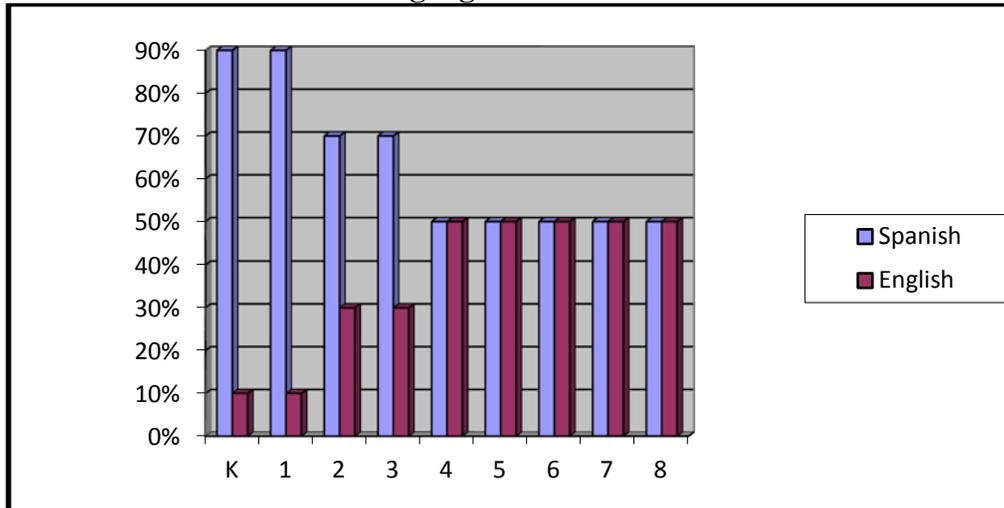
National program effectiveness findings show that enrichment one-way (developmental or bilingual maintenance) and two-way bilingual immersion programs are “the only programs that assist students to fully reach the fiftieth percentile in both L1 and L2 in all subjects and to maintain that high level of achievement.” Schools implementing high quality two-way immersion programs can expect one-fifth to one-sixth of the achievement gap for English learners to close each year (Thomas & Collier, 2002). Additionally, two-way programs have more students who pass the high school exit exam (Lindholm-Leary, 2010) and fewer high school dropouts (Thomas and Collier, 2001). Additionally, two-way immersion programs have shown significant results in closing the achievement gap for Latinos, which has remained a persistent problem in the United States. Two-way immersion programs give equal status to both languages and typically enroll Latino students alongside non-Latino students, providing the additional advantage of fostering positive intergroup relations (Morales & Aldana, 2010).

Lindholm-Leary (2006), concluded that all groups benefit from two-way immersion education. For every group of students considered (EL, R-FEP, EP, Latino, Free Lunch, Special Education), each group scored equivalent or superior to comparison averages in California for that group after completing a two-way immersion program. The benefits are magnified when it is taken into account that students from two-way immersion programs are bilingual and biliterate.

A solid two-way immersion program also provides students with important socioemotional skills. Two-way students, who spend considerable time in peer to peer and group interactions, show high levels of multicultural competence, positive attitudes toward other languages and cultures and toward students who are different from them. In addition these students are motivated and value their experience in learning through two languages and cultures (deJong, 2009; Lindholm-Leary, 2009; Lindholm-Leary & Borsato, 2004). This atmosphere of inclusiveness in the dual-language environment meets the cultural needs of minorities and provides opportunities for them to experience the world of their non-minority peers. Just as important, non-minority students expand their worldview and respect for the customs and experiences of others (Thomas and Collier, 2001).

As the charter develops and grows the SRTWBI community will provide feedback on the curriculum used at the charter with guidance from the educational leaders of the school.

Percentage of Instructional Time in Each Language



- **90/10 in grades K and 1** all subject matter is taught in Spanish without translation. Students receive oral English language development and literacy development appropriate to their English language level for 45-60 minutes daily from another teacher at the same grade level.
- **70/30 in grades 2 and 3** instructional time is allotted by Spanish being taught 70 percent and English taught 30 percent of the day. English literacy is increased in third grade with Spanish literacy continuing through the grades. Spanish teachers work with English teacher partners, trading students during the school day.
- **50/50 in grades 4, 5, 6, 7 and 8** instructional time is divided between English and Spanish with the range of 50% to 50% of classes taught in Spanish.

CLASSROOM BASED INSTRUCTIONAL STRATEGIES

The SRTWBI teachers will be required to participate in bi-monthly professional development sessions focused specifically on two-way immersion principles, strategies to support language learners, and best practices in core academic instruction. The staff will develop as a Professional Learning Community (PLC) to regularly review student data and refine instructional practices to ensure the effectiveness of the program.

The SRTWBI will expect teachers to consistently hold students to rigorous academic standards. Special attention will be given to strategies proven effective in second language acquisition. Because all students are second language learners at SRTWBI, teachers must implement instructional strategies that enable students to comprehend content in a second language while continuing to develop high levels of proficiency in both languages.

The following research-based teaching strategies and practices shown to be effective with both English Learner and English Proficient students (see the *Guiding Principles for Dual Language Education*, Lindholm-Leary, 2008) will be employed:

- Sheltered Instructional Observation Protocol (SIOP) Instructional strategies will be based on SIOP, a research driven approach to teaching students who are learning academic content in a second language. Strategies from the SIOP include identifying academic language to be taught explicitly in each lesson, using appropriate formative and summative assessment tools, and using different participatory structures to enhance language use and elicit extended academic discourse in students' second language. This program will be specifically modified to better serve the two-way immersion model per recommendations obtained from the Center for Applied Linguistics. (TWIOP)

- Balanced literacy program A balanced literacy program offering students multiple strategies for becoming proficient in reading and writing that incorporates best practices in guided and self-directed reading activities, phonics, grammar, genres of literature, and shared, interactive and independent student writing for multiple purposes.
- Guided Language Acquisition Design (GLAD) Project GLAD practices will be implemented to promote English language acquisition, academic achievement, and cross-cultural skills. Project GLAD develops meta-cognitive use of high level, academic language and literacy.
- Dyad, Triad, And Small Group Instruction Special attention will be paid to grouping students, since research on successful two-way immersion programs indicates that: “Classrooms should include a balance of students from non-English and English backgrounds who participate in instructional activities together,” and, “Positive interactions among students should be facilitated by the use of strategies such as cooperative learning.” (Lindholm, K. 1990) Heterogeneous groupings during the Spanish and English portions of the day provide students with opportunities to assist and learn from one another, allowing second language acquisition to occur naturally. In response to these findings, students will be grouped heterogeneously by language in cooperative learning groups, and will engage in activities centered on problem solving and investigation encouraging students to work toward common academic goals. The California State Department of Education recognizes the strength of cooperative learning: A vivid example of interdependence can be found in the relationship between language-minority and language-majority students in two-way immersion programs. Native and non-native English speakers work together to become bilingual.
- Inquiry Based Instruction Will be used primarily in the areas of math and science by encouraging students to ask meaningful questions and use critical thinking techniques to solve problems. Providing opportunities for innovation and higher order thinking will allow students deeper engagement and ownership of their own learning.
- Staff will utilize strategies from other successful two-way immersion schools in the state of California including:
 - Cross-curricular thematic units of study.
 - Systematic assessment of student progress.
 - School-wide focus on language development.
 - Shared vision with shared priorities and expectations for ELs.
 - Create and maintain a clear, coherent instructional plan.
 - Participate in ongoing data-driven decision-making.

SPECIFIC SUBJECT INSTRUCTION

Language Arts - All instruction is based on the California English Language Arts Common Core Standards. Teachers will use appropriate reading instructional practices to promote biliteracy, in part, based on research recommendations from the National Literacy Panel. Some of these approaches and strategies include: direct, sequential instruction; modeling, guided practice, and independent practice; encouraging students to become efficient readers and to read for meaning. Writing will be used in both languages to help children explore academic, interpersonal, and cultural issues. Students will use writing to reflect upon their work and come to understand themselves as learners. Teachers will create rigorous higher level learning opportunities where students are encouraged to use higher order thinking skills.

Language Arts instruction in L1 and L2 will take place during the morning hours five days a week during an uninterrupted block of time at each grade level.

Strategies used for comprehensive and balanced literacy program will include:

- Systematic Phonics and Decoding Instruction.
- Explicit Grammar Instruction.
- School-wide Vocabulary
- Fluency Development.
- Comprehension Strategies and Skills.
- Read Aloud.
- Biliteracy Strategies.
- School-wide Reading Motivation Campaign.

In addition, biliteracy strategies will be used, including research and approaches based on how to help students transfer skills across languages (Sylvia Reyes; Genesee, Lindholm-Leary, Saunders & Christian, 2006).

Mathematics - All instruction is based on the Mathematics Common Core Standards. The instruction will use approaches that are based on research on how mathematical strategies and ideas develop in children. Mathematical concepts will be introduced through appropriate contexts that are structured to ensure that the strategies, representations and ideas necessary for success are fully developed. Computational fluency will then be developed in concert with children's developing number sense. Children will use multiple strategies in computation and problem solving, and learn to represent their thinking with appropriate models (number lines, area models, etc.). To accomplish this, state adopted instructional units (such as the Contexts for Learning Mathematics series) will be used alongside a state textbook series and the faculty will collaborate to ensure these programs are properly coordinated. SRTWBI will continue to train and develop all of its teachers to implement this program with integrity. Children will be encouraged to view the world through a mathematical lens, and to explore situations to discover the mathematical patterns and mechanisms within these environments. In addition, to infuse second language and literacy skills within mathematics, assignments will include written prompts that encourage students to integrate their writing and knowledge of mathematical concepts.

Science - All instruction is based on the California English Language Arts Common Core Integration Standards. Students will use an inquiry based approach developed around hands-on investigations with a cohesive and connected curriculum where concepts build on each other, leading students to a more comprehensive understanding of the California science standards. All students will explore environmental issues and understand the need for human beings to develop as responsible citizens of our planet. Students will follow the scientific process of asking questions, forming hypotheses, making observations, collaborating in cooperative groups, and conducting experiments to test ideas and verify results. The program encourages curiosity, critical thinking skills, as well as the use of technology for research and presentations.

Social Studies - All instruction is based on the California English Language Arts Common Core Integration Standards. Students will increase reading and writing literacy through the context of standards-based social studies curriculum. Students will learn social studies both in the classroom and in the surrounding environment through field trips to local historical and cultural sites as well as in the context of other subjects through cross-curricular integrated projects and units of study. The program will focus on information literacy and critical thinking skills as well as the use of technology for research and presentations. Literature, group and individual projects, and research skills will create the foundation for the upper grade classes (4-6) while the lower grades (K-3) will focus on the duty of the individual and cultural understanding, in accordance with the common core standards. Locally adopted curriculum will be a key resource for students in the social studies.

Arts - The art program will place an emphasis on Latin American art and artists. Art instruction will be based on the philosophy of art education developed by the Getty Foundation, Discipline Based Art Education (DBAE), now called Comprehensive Arts Education (CAE). It incorporates four components: art history, art production, art criticism and aesthetics. The program will be sequential in design and integrated into the California State Standards of the Visual Arts, Language Arts, Science and Social Science curriculum. Students will gain an understanding of art as a symbolic language and of its historical and cultural context. They will acquire skills and knowledge of a variety of techniques including sculpture, printmaking, painting, drawing and ceramics.

Music - The music program will place an emphasis on Latin American art and artists. Research has shown the important influence of music on children's cognitive development (Rauscher, 2003). This is important for developing the whole child and for a better understanding of their culture. In alignment with the research, the music program has four main purposes:

- To develop an appreciation for the performing arts,
- To stimulate cognitive development, particularly in spatial-temporal reasoning and in mathematics,
- To promote multicultural knowledge through music,
- To help the child become a responsible citizen.

The music program will teach students important musical concepts with special attention to multicultural traditional songs/games that are aligned to the state standards, in addition to offering basic music theory lessons, and teaching children to read music notation and play musical instruments. The expectation will be for students to develop a deeper interest in music and awareness that music can be used as a tool for the development of character.

Technology - The SRTWBI believes that enabling the youngest students to access and interact with technology in an intelligent and guided environment will help to build a foundation for technologically savvy older students and technologically literate adults. Support at each grade level with a variety of technological skills and media will be a critical component of this program as well as a guided, cohesive curriculum that integrates these tools meaningfully into the learning process.

Teachers will support students in the creation of content based multi-media projects involving photography, video, podcasts, and web-based projects.

Teachers will utilize image-rich media to make learning more relevant for second language learners and more compelling for all students. Teachers will be trained to incorporate Visual Thinking Skills with the projection and discussion of visual arts, photography including current events, and student-created work.

The Partnership for 21st Century Skills ('P21') is an organization created by the Department of Labor dedicated to the infusion of 21st century skills in the classroom. Drawing inspiration from this model, we aim to provide our students with opportunities for collaboration, critical thinking, and innovation in a technologically rich environment. Using P21 skills as a vehicle for content literacy, students will be highly engaged while also excelling in lifelong skills that the intelligent, integrated use of technology can foster.

Life Skills - Students will participate in activities and projects that demonstrate the acquisition of life skills. Students will take on leadership roles and will also demonstrate the ability to work collaboratively with peers, teachers, and families. Students will demonstrate the ability to plan, initiate, and complete community projects that utilize their skills and contribute to the social and ecological well-being of their families, community, and world. Students will demonstrate knowledge of career options, the skills required, and how to develop plans for setting and meeting career goals. Students will demonstrate confidence, motivation and self-esteem.

Physical Education - The Physical Education Program will be offered for 100 minutes a week to grades K-8. The focus of the program will be the development of healthy lifestyles, motor skills and movement knowledge, and developing social and personal skills. The curriculum is designed to consider both State guidelines and recommendations from current curriculum experts. The expected student outcomes of the program are as follows:

- Students enjoy and seek out physical activity.
- Students develop and maintain acceptable levels of physical fitness.
- Students develop a variety of movement and manipulative skills so they will experience success and feel comfortable during present and future physical activity pursuits.
- Students develop the ability to get along well with others in movement environments including good sportsmanship and cooperative behavior.
- Students set goals for fitness and healthy food choices throughout the year. They learn the relationship between physical activity, food intake, and body composition.

IV. Specialized Student Needs

Students at SRTWBI in need of Special Education and additional services are assured support. As a dependent district charter and will be served by the Department of Special Services. A resource teacher will be included among the staff at the school itself. A Student Study Team, consisting of teachers, principal, counselor or psychologist, and parents, is formed to assist with individual student needs as noted by an individual classroom teacher, parents, or other concerned staff. This team convenes on a regular basis and meets to discuss individual student needs, especially when someone in the school community recognizes that a student is not achieving at expected levels. Once a referral is made for a particular student, his/her behavioral and academic profile, including strengths and areas of need, will be discussed at a meeting of the Student Study Team, and interventions will be suggested and then monitored. If a referral for Special Services is suggested, the student receives comprehensive assessment, which includes parent and teacher input, into all aspects of the suspected disability. 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. Every attempt is made to provide needed services at the charter school through the assistance of the resource teacher and/or other specialists from Special Services, such as speech and language therapists. However, if the needs cannot be accommodated at the site, other alternatives, such as a contract with outside agencies, may be explored.

The school will have access to assistance from SRCS Special Programs as well as from the local Sonoma County Special Education Local Plan Area (SELPA) through Sonoma County Office of Education. A Program Manager, who monitors the legal concerns as well as the educational program, is responsible for programmatic needs and benefits for the school at large and will adhere to all requirements of federal law as found in Individuals with Disabilities Educational Act (IDEA). Proactive intervention will be implemented on a school-wide basis so that a problem-solving model for assistance (as opposed to a deficit model) is employed. For instance, prior to the referral for Special Education services, the Student Study Team will employ a multi-tiered model of service delivery that includes a pyramid of responses that are based on student need. Other possible interventions, for response to other needs, may include assistance from a school psychologist, a speech and language specialist, or a behavior specialist.

In addition to making provisions for students who are either academically low achieving or who are in need of special education services, the charter school will identify and respond to the needs of students who are gifted and talented. Using identification procedures practiced by other schools within Santa Rosa City Schools, the

teachers will assess student ability beginning when students are in the third grade by administering the RAVEN 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. These identified students will have an individualized learning plan written by the classroom teacher with input from parents and other members of the Student Study Team to address the child's unique learning needs. SRTWBI will promote higher level thinking skills through differentiated instruction that includes multiple options for students to take in information, to make sense of ideas, and to express what they know. For advanced learners, the curriculum and instruction is adjusted to incorporate one or more, the following dimensions of differentiation: depth, complexity, novelty, and acceleration.

Another group of students with special needs that will be addressed within the charter school are the English learners (EL). An English immersion program will provide instruction in English within the classroom with the curriculum and lesson presentations designed appropriately for students learning the language. This model is delivered by the classroom teacher who will be trained and credentialed in the use of appropriate strategies for EL students. Thus, EL students are in mainstream settings with native English speakers. The EL students receive explicit ELD instruction daily in conjunction with the ELA curriculum. 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 California English Language Development Test (CELDT) to be given on an annual basis. An English Learner will be considered "reasonably fluent" when he/she has reached the Early Advanced/Advanced level on the CELDT and when reading and writing levels in English are at the appropriate level (no more than one grade level below for students in grades two and three and no more than two grade levels below for students in grades four through six). Reaching "reasonable fluency" does not signal the end of EL services, however; students will continue to be monitored for academic progress even after formal redesignation takes place.

Teachers at the SRTWBI will receive professional development, related to the pyramid of interventions so that the needs of all children may be recognized and met with the most appropriate educational response. In addition, they will learn about ways to provide depth, complexity, novelty, and acceleration in pacing for the students recognized as needing additional challenges within the academic setting. Training in SDAIE strategies for EL learners and other kinds of professional development will be incorporated into the ongoing professional development several times over the course of the year. In addition, the Resource Specialist Program (RSP) teacher and others who are interested will have opportunities to access training provided by SELPA, by SRCS Special services, and/or by other departments offering professional development through SRCS.

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 the Charter School, the education of each child is a joint venture between the parent, student, community and school. To support this goal:

1. Parents/guardians, staff, and community partners are elected to serve on the Bilingual Advisory Board (BAB) (See Element D below).
2. Parents and guardians who enroll their children in the school accept their 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.
 - Attend mandatory school sponsored parent meetings regarding the school's program.
 - Consistently support their child in completion of school work and preparation for assessments.

3. Parents and guardians agree to participate in the life of the school. The service will be decided and voted on by the BAB within the first month of the opening of school. Such service hours are flexible and varied so as not to create barriers for a diverse student population. Varied service opportunities may include such things as classroom assistance, field trip transportation, fund raising support, BAB work, tutoring, reading with students, and supporting bilingual related activities. If the family incurs a hardship that makes this service requirement difficult or impossible to meet for a given time period, special arrangements may be made through an appeal process to the BAB..
4. Staff provide outreach to students and their parents to create two-way communication and participation, efforts that will be overseen by the program coordinator. Ways to meet this goal may include:
 - Parent Education and Information Nights
 - Language Nights
 - Family/School/Community Nights
 - Regular phone calls home and e-mail messages to share student performance
 - Explanations of rubrics and other feedback tools and written feedback home regarding assessment, both formative and summative.
 - Parent-teacher conferences

ELEMENT B—DESIRED STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘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 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 the SRTWBI.

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 SRTWBI, as age appropriate, will become:

- **Academic Achievement**

Students will demonstrate success in mastering a standards-based curriculum in both English and Spanish. Pupils will demonstrate academic progress working towards grade level or make measurable growth in core areas of a comprehensive curriculum including English language arts, Spanish language arts, mathematics, science, and social studies during a calendar year as measured by classroom performance and SRTWBI standardized benchmark tests. Similar tests will be developed and used in Spanish.

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. See Appendix I for full list of school-wide assessment measures.

In accordance with research for two-way immersion programs, students in grades 2 and 3 typically score lower than students in English-only programs. Nevertheless, the school will maintain the expectation that by grades 4-6, students will score comparably to or higher than their EL or English Proficient peers in comparable schools.

- **Language Proficiency/Communication**

Students will demonstrate increasing bilingual proficiency. Pupils will be bilingual and biliterate in Spanish and English by the end of the 6th grade, provided they have been enrolled in SRWBIS since first grade. Pupils will use grade-level oral and written language skills to express themselves in written and verbal contexts, communicate with others, share opinions, entertain, and function as productive citizens as demonstrated in class. Two-way immersion academic and linguistic proficiency outcomes will be articulated and documented to monitor students' progress by grade level toward the end of the 6th grade (see Appendix I).

- **Personal Development/Collaboration**

Students will meet appropriate physical fitness and socio-emotional benchmarks. Pupils will demonstrate growth in physical fitness in an annual fitness test for all grade levels. Students will also show growth in interpersonal skills and emotional balance to solve academic and social problems in student pre-and post-assessments at all grade levels.

- **Problem Solving/Creativity**

Students will demonstrate self-guided skills in becoming more independent in their own work. Pupils will assess their own work with established and vertically scaffolded rubrics and set goals as part of the process of creating portfolios and ongoing collections of work, as well as part of their participation in students' parent-teacher conferences.

• **Critical Thinking**

Students will demonstrate problem-solving skills and innovative thinking. Students will demonstrate growth in this area in the classroom through ability to summarize problems, identify context, developing perspectives, hypotheses, and supporting data/evidence for claims. Students will also identify conclusions and consequences for other positions as well as their own.

• **Multicultural Skills**

Students will demonstrate high levels of cross-cultural understanding. Students will meet the cultural standards of World Language Content Standards and the American Council on the Teaching of Foreign Languages (ACTFL), and 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.

Each Fall the school leader will create an Annual Accountability Report for the District.

ELEMENT C—METHODS TO ASSESS STUDENT PROGRESS TOWARDS MEETING ACADEMIC CONTENT STANDARDS AT ALL GRADES

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Education Code 47605(b)(5)(C)

Assessment that enhances instruction is a top priority for SRTWBI. SRTWBI will implement performance-based assessments to guide curriculum design and instructional delivery. Evidence of student achievement will be based on frequent demonstrations of skills mastery, as documented by teachers in systematic and ongoing assessment records, as well as through culminating activities and testing.

The pupils at SRTWBI will be assessed using the following methods:

SCHOOL-WIDE ASSESSMENT PRACTICES

The state system is being revamped to reflect the change to the Common Core Standards. At the charter renewal this section will be revised to reflect the new student achievement targets.

These tests will be administered and an annual analysis of the results will be used to refine school-wide and grade-level instructional priorities and practices following the RTI model.

Specifically, ACS will administer the:

- California Standards Test (CST) in English Language Arts, Mathematics, and Science as part of the State Testing and Reporting (STAR) program in grades 2-6.
- Aprenda for English Only and Fluent English Proficient students in grades 2-6.
- Standards Test in Spanish (STS) for English Language Learners in grades 2-6.
- Spanish Benchmark Exams given two times each year in grades 2-6.
- Writing assessments in the grade level genres of California Content Standards that will be scored with the 4-point writing rubric in both languages (all grade levels).
- DIBELS Literacy Assessment for all students in grades K-6 (Spanish and English).
- CELDT (California English Language Development Test) K-6 for English Language Learners
- ADEPT (A Developmental English Proficiency Test) K-6 for English Language Learners.

OTHER ASSESSMENT TOOLS

The state system is being revamped to reflect the change to the Common Core Standards. At the charter renewal this section will be revised to reflect the new student achievement targets.

Student Portfolios will be kept from the student's beginning year through matriculation. These collections will be used throughout the student's education to guide instruction. At minimum, one student writing sample, one literacy assessment, and one mathematics assessment will be added to the student file each period. Over time, professional development will focus on methods for obtaining the best qualitative representations of student achievement through this practice. No more than 2 additional pages should be added per quarter, totaling between 9 to 15 pages per student per year, for a total maximum of 15 x 7 years or 105 pages for a graduate. Student self-reflection upon portfolio work should be included.

Parent-Teacher Conference Information shared at these conferences is part of the ongoing loop between assessment and instruction. Data that is entered in report cards is accumulated systematically during each reporting period with predetermined timing approved by the principal and shared with the leadership team for monitoring and accountability. By participating in conferences, and initial goal setting, and tracking, students will experience self-assessment, empowering them to effectively evaluate their learning, goals, and make informed choices and decisions concerning their education.

Instruction Informs Assessment: Maximizing Alignment with State Standards and Common Core Standards the principal and teachers engage in regular school-wide and grade-wide analysis of benchmark and standardized test scores (STAR, APRENDA, CELDT, DIBELS,) and standard writing assessments, in both languages, as results are available. The principal will facilitate a discussion about the results of these assessments, and the implications for instruction. Following this analysis, teachers in grade-level teams establish and submit to the principal a plan of action for each grade level that uses these assessments to directly inform instruction by addressing each area of weakness in students' performance as demonstrated on these assessments. The principal then provides feedback to teachers on their plans, ensuring that they are both sufficiently rigorous, and articulated with the available interventions. Proficiency on standardized examinations in both languages is recognized as an indicator of exceeding district and state expectations which aim for skills and knowledge mastery in English alone. Staff will report two times a year to the Board of Directors using the School Benchmark Tool to inform progress and growth on the plan of action.

Academic Performance Index: SRTWBI top goal is to achieve the API growth targets set by the State and will follow the district's Board policy and administrative regulations regarding the accountability of charter schools. This will include meeting the API targets two out of every three years to meet the renewal requirement as specified in the Education Code. The principal will examine API data each year in the context of the Mission statement and the two-way immersion model as articulated above in the Assessment Informs Instruction section. From the analysis of API data, the principal and teachers will develop targeted supportive strategies to target and boost the achievement of students who are not demonstrating adequate proficiency appropriate to their grade level and progress through the two-way immersion program. Intervention programs will be developed and may include, but are not limited, to:

- Implementing a tutoring program to support academic achievement.
- Professional development that is focused specifically on Response to Intervention (RtI) and
- Raising student achievement in the areas identified by data.
- Systematic and observable differentiated instruction within each classroom.
- School-wide focus on designated areas of growth.

Adequate Yearly Progress (AYP): It is the goal of the SRTWBI to exceed adequate yearly progress (AYP) as defined by the No Child Left Behind Act. These goals address increasing performance for all students in language arts and mathematics and closing the achievement gap for significant subgroups. The plans listed above should facilitate this goal. Every year, SRTWBI will educate parents as to the importance of their children participating in the Standardized Testing Program and will enthusiastically promote their participation.

Attached is the information on AYP from the California Department of Education. <http://www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf>

ELD ASSESSMENT GOALS

The state system is being revamped to reflect the change to the Common Core Standards. At the charter renewal this section will be revised to reflect the new student achievement targets.

The performance of ELs will be continually disaggregated and monitored for significant improvement. Each year, beginning in fourth through sixth grades, it is expected that an increasing percentage of ELs shall meet the criteria for reclassification as fluent English proficient (RFEP) based on the most recent California English Language Development Test (CELDT), California Standards Test (CST), and other site measures. Specific testing results for students as included in the School Benchmark Evaluation Tool.

* Students will be reclassified at the same rate or higher than District average by 6th grade

ELEMENT D—GOVERNANCE STRUCTURE

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

As indicated, the governance of the SRTWB 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 the Charter School 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 the SRTWBI will occur in the same manner as for the non-charter schools in the District.

Staff members serving the SRTWBI School 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 the Charter School in the same manner as for the non-charter schools of the District.

Parental and community involvement are a strong component in the SRTWBI School. The parents/guardians of prospective students are asked to familiarize themselves with the Mission Statement and Educational Vision of the Charter School. The signature of the parents/guardians on the SRTWBI School application form signifies commitment to the goals and program of the Charter, as well as to a personal level of involvement in the program and operation of the school. Specific guidelines and options for parents/guardians involvement are outlined by the BAB committee and the charter document.

The BAB 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 the Charter School, and for monitoring Charter School operation for adherence to the approved charter. With an eye toward financial and program management, special attention is given to the following: fiscal solvency, standards and expectations for student achievement and student behavior, public relations and community outreach, parameters for parent involvement, and progress toward goals as outlined within the charter itself.

The BAB is an active and engaged body representative of the various constituents of the site. The BAB includes: four certificated staff members representing various grade levels and specialist areas, three

parent/guardian members, a classified staff person, and the school leader. Terms are staggered every two years for all members except school leader.

SRTWBI School's By-Laws for Bilingual Advisory Board

Article I

Name of Committee

The name of the committee shall be the **Bilingual Advisory Board (BAB)**.

Article II

Role of the Committee

The roll of the Bilingual Advisory Board is to focus the charter community toward the common goals expressed in the charter document. In addition, this body is responsible for oversight of the budget and making spending decisions utilizing funds allocated to the SRTWBI. With an eye toward financial and program management, special attention will be given to the following: fiscal solvency, standards and expectations for student achievement and student behavior, public relations and community outreach, parameters for parent involvement, and progress toward goals as outlined within the charter itself.

Members

Section 1 - Composition

The Bilingual Advisory Board will be an active and engaged body representative of the various constituents of the site. In the first years of operation, the Bilingual Advisory Board will include ten members: four certificated teaching staff members representing various grade levels and, three parent/guardian members, a classified staff member, and the school principal, with input as needed from the school community. In subsequent years, the make-up of the Bilingual Advisory Board will be reevaluated on a yearly basis.

Section 2 – Term of Office

All members of the Bilingual Advisory Board shall serve for a two-year terms. 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, 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 and community members will be given advanced 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 cease 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 Bilingual Advisory Board is not transferable or assignable.

Section 6 – Resignation

Any member may resign by filing a written resignation with the Bilingual 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

Officers

Section 1 – Officers

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

Section 2 – Election and Term of Office

The officers of the Bilingual 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 incident 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 SRTWBI 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 Bi-Lingual 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 Bilingual 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 Bilingual 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, 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 Bilingual Advisory Board.

Section 4 – Quorum

Unless otherwise provided in the decision of the Bilingual 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 Bilingual Advisory Board shall meet during the school year. The BAB will decide how often they meet, the 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 majority vote of the Bilingual Advisory Board.

Section 3 – Place of Meetings

The Bilingual Advisory Board shall hold its regular monthly meeting in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 4 – Decisions of the Bilingual Advisory Board

All decisions of the Bilingual 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 Bilingual 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 Bilingual Advisory Board shall be conducted as modified by the Board. The BAB will follow the Brown Act.

Section 7 – Meetings Open to the Public

All regular meetings of the Bilingual 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 Bilingual Advisory Board membership.

ELEMENT E—STAFF QUALIFICATIONS

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

Santa Rosa City Schools will serve as the chartering agency for SRTWBI, 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 SRTWBI 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. The teachers at SRTWBI will follow the same evaluation process as the district.

The SRTWBI will be staffed by highly trained, committed, fully bilingual and biliterate, and multicultural teachers. This is essential to the school’s vision that all students will experience high academic achievement, be happy, successful members of a community, and be able to speak, read, and write fluently in both English and Spanish.

The teachers will:

- Have a valid teaching credential, be biliterate in English and Spanish, and possess a BCLAD.
- Have experience in second language acquisition theory and methodology.
- Be knowledgeable regarding the components of a balanced literacy program and appropriate instructional strategies.
- Be willing to work collaboratively with parents in the classroom and community.
- Show enthusiasm for the collaboration with other teachers at classroom and school levels.
- Be willing to attend pre-service and on-going in-service, and engage in continuous reflection on the goals and methods of education.
- Be willing to participate in professional development pertinent to two-way immersion practices including at least one visit to another school with exemplary practices in English learner or two-way immersion practices.
- Develop and maintain a stimulating and nurturing program, and create an environment that meets students’ individual and group needs. .
- Develop curriculum within the guidelines established by the Common Core Standards and the school’s Education Plan.

- Be responsible for student assessment and participate and lead extra curricular activities.
- Model and promote positive interpersonal communication and problem solving skills.
- Attend staff meetings.

ELEMENT F—HEALTH AND SAFETY OF PUPILS AND STAFF

“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)

The procedures of the SRTWBI to ensure the health and safety of pupils and staff are identical to those procedures followed in the non-charter schools 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.

ELEMENT G—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)

The SRTWBI 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. A student and family body that reflects the diversity of the Santa Rosa City Schools is critical to instill in students the skills necessary for lifelong participation in a democratic society. The SRTWBI will actively work to create and maintain a healthy demographic balance. Initially, these efforts will focus on conducting recruitment activities throughout the community and outreach to all student populations, specifically English Learners, Latino and/or socioeconomic disadvantaged students.

The target is for each kindergarten class to be comprised of approximately 45% English-only non-Latino students, 45% English learner Latino students and 10% English-only Latino students. These targets are necessary for the two-way bilingual immersion model. The goal is to maintain an ethnic and linguistic balance in each class so students will have linguistic role models that will support bilingual and bi-literate goals.

Outreach:

The means by which this racial and ethnic balance will be achieved will include targeted, native language notification and outreach to prospective parents/guardians. Outreach will consist of parent information nights, public service announcements, fliers, and attending events within the community to promote the school. As a public charter school in the state of California, we must also comply with the 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 applications and does not discriminate on the basis of race, gender, ethnicity, national origin, sexuality, or income in its admissions policy and procedures.
- The school will comply with and enforce all state laws and regulations governing charter schools and admissions to these public institutions.

Furthermore, we will do everything not limited to the actions mentioned again to ensure a student population that reflects the rich diversity of the school district.

ELEMENT H—ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” Education Code 47605(b)(5)(H)

47605 (d)(2)(B) ..Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

Prior to admission, all parents/guardians are required to attend an orientation meeting where the purpose, research and goals of the SRTWBI. Parents are informed of the academic and linguistic benefits of remaining in the program for nine years as well as the instructional consequences of early withdrawal. Families are expected to enroll their children from Kindergarten through eighth grade. Parents/Guardians are required to sign a School Commitment Form to demonstrate their assurance to enroll their child, if selected for admission. When enrollment exceeds the school’s capacity, children in the priority enrollment group, which cannot be fully enrolled, will be entered into a lottery. Student in the enrollment group will be selected based on the lottery number drawn. This action takes place at the SRTWBI site and is completed by placing slips of paper containing applicants’ names into containers. Then, a drawing for each is held and names continue to be drawn until the class is filled (22-student maximum for grades K-3). Once the list of slots for the school is full, the remaining names will be placed on a waiting list for each grade in the order drawn. A Notary Public will be present to certify inclusion of all applicants’ names and the validity of the waiting list. Drawings continue, as needed, on a yearly basis. Siblings of students currently enrolled at the SRTWBI will get priority registration.

SRTWBI will actively recruit a diverse student population whose families support the school’s mission and who are committed to the schools instructional and operations philosophy. The goal of the charter is to have a 50/50 split of English Only and English Learners to adhere to the dual immersion program components of the appropriate language balance. Enrollment is limited only by the capacity of the Charter School in any given school year. Waiting lists are kept for each academic year, open to public inspection. The goal of the charter is to

Enrollment Beyond Kindergarten Criteria

Student will not be admitted after the first trimester of first grade due to the difficulty students would encounter with curriculum delivered in Spanish.

Students transferring from a two-way bilingual immersion program or students demonstrating bilingual/biliterate proficiency on a benchmark assessment may enroll in the school at a later grade level. Site administration will determine if a student meets this criterion.

ELEMENT I—FINANCIAL AUDIT

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principals, 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 financial audit(s) of the SRTWBI 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 be 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—PROCEDURES FOR SUSPENSION AND EXPULSION

“The procedures by which pupils can be suspended or expelled.” Education Code 47605(b)(5)(J)

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. The school community will adopt the BEST program as the foundational behavior plan.

ELEMENT K—RETIREMENT SYSTEMS FOR STAFF MEMBERS

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

Retirement provisions for staff members who serve SRTWBI students are identical to those for staff members in the non-charter schools of the District.

ELEMENT L—PUBLIC SCHOOL ALTERNATIVES

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

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

ELEMENT M—EMPLOYEE RIGHTS

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Education Code 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 the Charter School in the same manner as for the non-charter schools of the District. No staff member will be assigned to the Charter School except by his/her request for a transfer and/or through a formal application process.

ELEMENT N—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 BAB 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 SRTWBI faculty, staff, administrators, parents, applicant families and BAB 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 SRTWBI, until all of the relevant procedures listed above have been exhausted and documented.

ELEMENT O—PUBLIC SCHOOL EMPLOYER

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

The Santa Rosa City School District shall be deemed the exclusive public school employer for the purposes of the Educational Employment Relations Act.

ELEMENT P—PROCEDURES FOR CLOSING

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

Should the SRTWBI close, all remaining assets and liabilities of the organization will be disposed of by the school’s BAB to the District or other appropriate entity, or returned to the state in accordance with the asset disposition provisions of the organization’s by-laws, District Policy, and state law. Assets allowing, 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 SRCS 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 BAB to finalize all closing arrangements. The Executive Director of Fiscal Services for SRCS will ensure that the financial audit of the school’s assets and liabilities is performed.

REQUIRED AFFIRMATION

As the authorized lead petitioner, I Socorro Shiels, hereby certify that the information submitted in this application for a charter for the creation of a California public charter school to be named TBD(hereafter referred to as the Charter School) 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)]

FACILITY MAINTNEANCE

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 SRTWBI classrooms will be accomplished through a fee-based arrangement with the District.

BUDGET

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

IMPACT ON DISTRICT

Since the SRTWBI 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 SSRTWBI 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 the SRTWBI.

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