

SANTA ROSA ACCELERATED CHARTER SCHOOL RENEWAL OF CHARTER

SANTA ROSA ACCELERATED CHARTER SCHOOL A National Blue Ribbon School 2016

The initial charter proposal for the Santa Rosa Accelerated Charter School was presented to the Board of Education on December 11, 2002. The authorization granted by the Board was for three years. Since that time the Santa Rosa Accelerated Charter has grown to 128 students and each year has a waiting list of 40 to 60% of the enrolled students.

This Renewal Proposal for SRACS is formally presented to the Board of Education of the Santa Rosa City Elementary School District on June 27, 2018. The outline below follows the sequence and content requirements of Board of Education Policy 0420.4.

The undersigned District Administrative staff members at this moment apply to the Board of Education for reauthorization of the Santa Rosa Accelerated Charter School (SRACS). As the proposal will detail, the SRACS concept was designed to serve fifth and sixth-grade students who have the potential, motivation and parental support to succeed in an academically accelerated educational environment.

The core academic program of the SRACS is centered in two classrooms, one focused on math and science the other focused on social science and English language arts. Location on or near the middle school campus will provide students with additional academic resources, as well as a variety of elective options, which are not available in a typical elementary school setting. Recess and play periods will be planned and supervised to provide time and geographic separation from the general middle school student population. Projected 2018/2019 enrollment at the SRACS site is 128. This enrollment figure of 128 (4 classes) has remained consistent since 2007.

_____, Lead Applicant
Diann Kitamura, Superintendent of Schools

In addition to the expertise of the Lead Applicant, the overall community including administrators, staff, the SFPO parent group, involved community members at large, and the SRACS Advisory Council have extensive experience, credentials, and expertise to continue the operation of this highly successful charter school.

In addition to the administrators listed above it is imperative that should the district decide to recreate SRACS elsewhere, that they, the District, know that the Teachers at SRACS are all trained in G.A.T.E. standards, curriculum development, pedagogy, and methodology and commit yearly to intensive and ongoing staff development and self-reflection. Further that the teachers of SRACS have played an integral part in its conception, initiation and its ongoing success.

- Anna Williams Elementary School Teacher
- Steve Williams Elementary School Lead Teacher
- Leslie Loopstra, Elementary School Teacher
- Kim Walls, Elementary School Lead Teacher
- Nancy Blair, 6th grade English Teacher

Governance of each SRACS will rest with the Board of Education of the Santa Rosa City Elementary School District. The management documents will be identical to those for non-charter schools in the District. Also, a Charter School Advisory Committee will be formed for each SRACS. Details concerning the Charter School Advisory Committee are included as part of Required Element D.

b. SRACS Advisory Committee Members 2017-2018

- Pam Devlin
- Stephanie Sanchez
- Chitrang Dave
- SRACS Staff
- Ed Navarro

REQUIRED CHARTER SCHOOL ELEMENTS

DESCRIPTION OF ELEMENTS REQUIRED BY THE CHARTER SCHOOLS ACT OF 1992

ELEMENT A-DESCRIPTION OF THE EDUCATIONAL PROGRAM

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. (ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the

nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. (iii) If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that is accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. From Education Code 47605(b)(5)(A)

I. Mission Statement

The Santa Rosa Accelerated Charter School is formed to serve students in a district-approved setting who show the interest, ability, and promise of succeeding in an academically challenging and specialized setting. Students will be provided high interest, standards-based, real-world experiences for learning at the level in which growth proceeds most effectively. Integration of technology and making connections across disciplines will be key elements of the educational experience. These experiences will provide students opportunities to become self-motivated, competent and life-long learners.

II. Program Overview

The Santa Rosa Accelerated Charter School (SRACS), a National Blue Ribbon School 2016, is designed to serve students in a variety of classroom settings including moving between core subject rooms. Under charter school law, the school will be open to all students for grades that the school serves who live in California. The intention is for SRACS to serve students who live in Santa Rosa and surrounding areas.

The fundamental belief of this charter is that all students can learn with depth and complexity if provided meaningful learning experiences that tap into those areas in which students have significant interest, passion, or talents. Therefore, this charter provides a basic framework for a challenging standards-based core curriculum that infuses technology into its daily work. The lens through which students make meaning of that curriculum will be an area of focus that is determined by student needs and interests at each program location.

At SRACS our goal is to provide each child with a rigorous, challenging intellectual curriculum in an environment that is safe and affirming. Students are asked to extend themselves as learners, to take intellectual risks, to struggle sometimes as beginners as they enter an environment of abstract ideas and a system of learning that goes beyond the facts and the basics. Students will use "Universal Themes" or overarching ideas that connect across the disciplines such as Power, Relationships, Change, and Systems. Understanding and applying these concepts to the study of history, literature, math, and science is the cornerstone of our curriculum. This framework allows children to form complex understandings of the subjects and gives a system to understand new content with depth & complexity.

At SRACS we have focused on looking at the core curriculum through universal themes. Included with this is an emphasis on music, technology, art, real-life problem solving and community

involvement together they have created a unique educational environment. These in turn help to determine the direction of our curriculum.

SRACS Staff feels that the effective teaching and learning of SRACS should be offered to other elementary and charter schools within SRCS. To that end, charter school staff will work proactively to develop outreach programs and demonstration lessons to ensure that all members of the Santa Rosa City School District know the pedagogy and methodology of the Santa Rosa Accelerated Charter School. To this end Staff at the school will work collaboratively with Santa Rosa City Schools, partner school districts, the district and local SELPA, and other agencies to meet the needs of all the enrolled students and support them in their academic endeavors. The current staff would be willing to offer demonstration lessons in their classrooms for all teachers to attend.

Governance of Santa Rosa City Schools Accelerated Charter remains with the Santa Rosa City Schools Board of Education with site-based decisions determined by the school's Advisory Committee consisting of elected parents, community members, and school staff.

Furthermore, SRACS will meet all State and District policies in regards to staff working calendars and instructional minutes for students.

We feel that SRACS could be housed in some locations and that the power of the program comes from its use of depth, complexity and novelty and the use of differentiation for all students. The benefits from the program will be in the personalization that exists in a small school and the culture of excellence within its community of learners. If housed on or near a middle school campus, the location will provide access to a breadth of curriculum options. Also, students will have the unique opportunity of experiencing a seamless educational transition to their 7th-grade year, since students will slowly acculturate to the middle school through sharing resources and in participating in appropriate courses and co-curricular options throughout their charter school experience.

Students who enter the charter school will have the following transition options upon completing their 6th-grade year with the charter:

1. Remaining in the district program for that attendance area
2. Returning to the district program of the student's attendance zone
3. Applying for open enrollment, subject to the regulations defined within that process.

III. Curriculum and Instruction

As stated previously, the fundamental belief of this charter is that all students can learn with depth and complexity, if provided meaningful learning experiences that tap into those areas which students have significant interest, passion, or talents. Therefore, this charter provides a basic framework for a challenging standards-based core curriculum that infuses technology into its daily work. The core content area of English-language arts, mathematics, science, and social science will be standards-based. Thus students transitioning from the charter to the feeder middle school will receive similar content as their peers. As a school, we consistently work on meeting and exceeding our LCAP goals (listed in Element B) yearly by use of projects, portfolios, and formative and summative assessments.

The uniqueness of the charter is not only in the embedded use of technology in students' daily learning but in the following ways in which the charter believes learning best occurs:

1. The teaching and learning of core content standards will focus on breadth and depth of understanding of the overarching standards. Standards-based instruction will not simply be a "covering" of those standards on the part of the teacher, but of students working together to apply their conceptual understanding of those standards in various and meaningful ways.
2. The lens through which students make meaning of that curriculum will be an area of focus that is determined by student needs and interests. At SRACS each child is provided a rigorous, challenging curriculum in a safe and affirming environment allowing children to form complex understandings of the subjects and gives a system to understand new content with acceleration, depth, complexity, and novelty. We define these four criteria in the following way:

ACCELERATION

- Acceleration encompasses more than simply moving gifted or high ability learners through the curriculum at a faster pace or providing a second-grade student with fourth-grade work. Acceleration focuses on how we can orient a student towards "accelerated levels of thinking and levels of knowing" (California Association for the Gifted, 1994, 2005).
- Acceleration of thinking and knowing involves differentiating the core curriculum to provide challenge and opportunities above and beyond grade-level content. Instructional strategies to differentiate the core curriculum through acceleration include: (a) connections to Universal Concepts: POWER, CHANGE, SYSTEMS, STRUCTURE, RELATIONSHIPS, CONFLICT, ORDER vs. CHAOS, and (b) the teaching of the disciplines or "Thinking Like a Disciplinarian" -- viewing the same topic from different disciplinary perspectives: economy, geography, linguistics, sociology, psychology to see the interdisciplinary connections of a single topic, theme, or event.

DEPTH

- Differentiation using "depth" refers to approaching something or studying something from the following patterns to pursue the topic in greater detail and to a greater understanding: (a) from the concrete to the abstract and from the abstract to the concrete, (b) from the familiar to the unfamiliar and from the unfamiliar to the familiar, and (c) from the known to the unknown and from the unknown to the known.
- Delving deeper into content requires students to examine topics by determining the facts, concepts, generalizations, principles, and theories related to them. Keywords such as a language of the discipline, patterns, details, trends, ethics, big ideas, unanswered questions, and rules represent the means by which students elaborate on their thinking and understanding of a topic. According to CAG (2005), depth is moving from patterns to trends; it proceeds from rules to structure to ethics, from simple "pragmatism to speculation." As students move through the different patterns of thinking, they form large conceptual foundations of subject matter.

COMPLEXITY

- Differentiation using “complexity” involves moving students beyond a surface level understanding, from an analysis of what is intended to what is inferential. Complex thinking requires students to view the implications of something NOW and something OVER TIME -- to see its connections and applications across the spectrum in a fluid rather than a static orientation.
- Differentiating the complexity of the core curriculum can be accomplished by extending the content to the study of issues, problems, and themes. Complexity involves making relationships between and among ideas, connecting to other concepts, and bridges to other disciplines. Keywords of complexity consist of overtime, multiple perspectives, and interdisciplinarity.
- The teacher’s challenge in differentiating the complexity of a task or subject matter is to assist the student in seeing the myriad of facets that the topic consists of: to see associations among diverse subjects, to find multiple solutions to the problem, and to analyze or evaluate those solutions from multiple points of view (CAG, 2005).

NOVELTY

- Providing advanced learning with differentiation through novelty depends upon the students’ perceptions and responses. Novelty means that teachers can stimulate students in the following ways: (a) the use of critical thinking, creative thinking, and problem-solving skills, (b) encouraging students to seek original interpretations of existing information, and (c) encouraging the development of aptitude or interest-based learning experiences. Independent Study projects are another example of how novelty can
- According to CAG (California Association for Gifted- 2005), novelty complements depth and complexity by providing inquiry and exploration into seemingly disparate and incongruent topics that lead students to create new, original, and reorganized knowledge structures. Keywords of novelty include irony, paradox,

These increased options provide students with enriched educational opportunities far beyond the traditional elementary school setting while simultaneously providing the unique prospect of becoming true stewards of their learning.

3. Furthermore, this charter believes that learning in isolation is not a reflection of the society in which our students are contributing members. Therefore, regardless of the focus developed at each location, program development will be based upon collaboration, metacognition, and connectivity. The collaboration will occur between and among teachers, students, parents, and community stakeholders. Students will be provided myriad opportunities for self-reflection and assessment, through a curriculum that values the learning process equally to that of finished products. As a result, students will develop the critical thinking and metacognitive skills necessary to guide their learning. Whenever feasible, the curriculum will be interdisciplinary and provide students with the real-world application of their learning.
4. In addition to the rich curriculum, real-world application, community involvement, development of technological skills, metacognitive learning, and greater choice in an

educational program, students will also benefit from the setting, which will be at or near other facilities that offer extra-curricular programs and additional resources for encouraging additional learning. As a result, students may:

- A. Participate in greater course offerings, clubs, and activities while at SRACS
- B. Create a seamless transition to secondary school
- C. Choose to enter, and be prepared for, the accelerated core classes in the next grades.

1. Not all students learn in the same way, nor equally well from the same sources so there will be a use of differentiated curriculum in content, process, and product.

2. The school educational program recognizes that children are variously gifted, and subscribes that there are many learning modalities, such as, linguistic, mathematical/ logical, intrapersonal (self), interpersonal (others), bodily-kinesthetic, spatial, and musical.

3. Instruction will be provided by highly qualified staff that will employ a wide range of engaging instructional strategies that support attainment of high academic standards, and who embrace collaboration and ongoing professional development.

SPECIALIZED STUDENT NEEDS – SPECIAL EDUCATION

Students at SRACS in need of Special Education and additional services are assured support. As a dependent district charter and will be served by the Santa Rosa City School District's 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 a 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 to meet the specific needs of the student. Every attempt is made to provide needed services at the charter school with the assistance of the resource teacher and 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 Education Act (IDEA). The 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, before 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, in 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. Teachers with these identified learners 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 are adjusted to incorporate one or more, the following dimensions of differentiation: depth, complexity, novelty, and acceleration.

ENGLISH LEARNERS

Another group of students with special needs that will be addressed within the charter school is 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 designated ELD instruction daily in conjunction with the ELA curriculum. As in other SRCS schools, the needs of English learners are assessed through the English Language Proficiency Assessment for California (ELPAC). An English Learner will be considered “reasonably fluent” when he/she has reached levels 3 or 4 on the ELPAC 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. SRACS staff will adhere to SRCS District guidelines for Reclassification (RFEP). Teachers at SRACS 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.

IV. Role of the Parents and the Community at SRACS

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 students. Therefore, at Santa Rosa City Schools Accelerated Charter, 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 will be elected to serve on the school's Advisory Committee. The Advisory Committee will meet 6-8 times per year and be responsible for, how monies are spent from the budget, providing direction for the school, being a link between the teachers, administration and parents as well as advocating for the schools needs with SRCS district administration such that the vision and mission of the school continues to move into the future. One of the members will be a liaison to the SFPO (parent club) and make a report at their meeting.
1. Parents and guardians who enroll their children in the school will accept the responsibility for their children's education. Therefore they agree to:
 - Regularly discuss with their child the importance of education and school.
 - Keep in regular contact with their child's teacher(s) regarding student progress.
 - Attend school sponsored parent meetings regarding the school's programs.
 - Consistently support their child in the completion of school work and preparation for assessments.
1. Parents and guardians are encouraged to participate in the life of the school by regularly attending SFPO meetings and fundraising activities. Parents are requested to volunteer their time at a minimum of 10 hours per year. Parents are also encouraged to volunteer their area of expertise in after-school activities (coaching, basketball, art, Lego Robotics). Such service hours must be flexible and varied so as not to create barriers for a diverse student population. Also, for parents who have difficulty with this, options of mentoring or community support must be available. Varied service opportunities could include such things as classroom assistance, field trip transportation, fundraising support, and advisory committee work, tutoring, and reading with students.
1. Staff will provide outreach to students and their parents to create two way Communication and participation. Ways to meet this goal could include:

- Parent Education Nights
- Family-School Nights
- Regular communication home to share student performance
- Explanation of rubrics and other feedback tools.
- Holding parent-teacher conferences

ELEMENT B – MEASURABLE STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and 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. Education Code 47605(b) (5) (B).

The California Common Core Standards, Next Generation Science Standards, and the California Social Studies Standards provide the guide for measurable student outcomes in all subject areas, and these standards will be the basis for all teaching and learning at SRACS.

Also, the expectation is that students will develop the habits of mind and the skills and abilities, which are listed below as academic goals and their related benchmarks.

Academic Goals	Benchmark
LCAP Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.	<ul style="list-style-type: none">• Teachers will use data gained from Renaissance, Achieve the Core, Perfection Learning and Mars Task assessments.• Teachers collect data 3 times per year.
LCAP Goal 2: Increase student wellness and family engagement through the full-service community model.	<ul style="list-style-type: none">• Teachers will identify and refer students to counselors when appropriate.• A process for referral exists. SAY counselor is available one day a week as well as a consulting school counselor.• Identify additional services for students with social/emotional challenges that inhibit their learning in the classroom.

	<ul style="list-style-type: none"> Put additional services in place and evaluate the effectiveness of services for students.
1. Students will possess and apply essential knowledge in the core curriculum.	<ul style="list-style-type: none"> Pupils will demonstrate academic progress is 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 tests. [Note for us: “or make measurable growth” means students who are already at or above grade level will be expected to make measurable growth.] 70% of students will be at or above grade level proficiency as shown by the H band on Let’sGoLearn Dora and Adam assessments Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology-based academic assessments, adaptive computer assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.
2. Students will be critical, creative, and complex thinkers.	<ul style="list-style-type: none"> Presentations, PowerPoints, Dramas, Portfolio Exhibitions, connected directly to State and CAG Standards. Utilize primary source information to produce a finished project, defend an opinion, develop an original idea, etc ... Be able to reason quantitatively, evaluate, solve a problem, synthesize information and ideas, apply knowledge, and make logical deductions and predictions Be able to make personal judgments about validity, usefulness, and the ethical nature of information. Produce a project that demonstrates analysis and synthesis Develop the ability of self-assessment and peer-assessment Develop meta-cognitive skills and the ability of self-reflection
3. Students will be effective communicators.	<ul style="list-style-type: none"> Write, speak, and listen effectively Write in various genres, using correct grammar and mechanics, logical structures, and appropriate voice

	<ul style="list-style-type: none"> • Demonstrate the ability to communicate knowledge, ideas, opinions, responses, feelings, or values. • Give a presentation or performance in which the student reflects confidence, expression, and clear enunciation. • Students will engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners building on other's ideas and expressing their own clearly. (CCS SL)
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4. Students will function effectively in a technological environment.	<ul style="list-style-type: none"> • Know how to use technological resources, both longstanding and newly developed • Use technological resources to gather accurate and meaningful information • Use technology to present information
5. Students will demonstrate and accept responsibility for learning both individually and collaboratively.	<ul style="list-style-type: none"> • Engage in individual activities that require goal setting, research, planning, and self-assessment • Develop organization skills for work and self • Engage in activities that are designed to require group participation, presentation, and evaluation • Demonstrate personal responsibility for learning by timely, thoughtful completion of products and assignments
6. Students will demonstrate respect for self and the diversity of others.	<ul style="list-style-type: none"> • Adhere to district/school/class rules and policies • Demonstrate respectful behavior in class and

	<p>school activities</p> <ul style="list-style-type: none"> • Demonstrate an awareness of and respect for diverse cultures, lifestyles, and ideas
<p>7. Students will conduct themselves with academic and personal integrity</p>	<ul style="list-style-type: none"> • Exhibit character traits such as honesty, trustworthiness, responsibility, perseverance, courtesy, and patience • Complete work that reflects original thinking • Accept the responsibility for and understanding of the consequences of their decisions and actions

ELEMENT C -METHODS TO ASSESS STUDENT PROGRESS TOWARDS MEETING OUTCOMES

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

Students in Santa Rosa City Schools Accelerated Charter School are expected to demonstrate progress in meeting or exceeding the District's academic standards in English-language arts, mathematics, science, and social science. Student competency is measured by students "meeting or exceeding" grade level standards. The school's progress is measured by BP 0500 *District and School Performance Objectives* and the state's guidelines from *Public School Accountability Act 1999*.

In the development of lifelong learners, the charter values the learning process equally to content and product. Therefore, the assessment system at Santa Rosa City Schools Accelerated Charter School is a combination of formative and summative assessments to provide regular feedback to staff students and parents regarding student progress. This varied feedback will include many of the following: daily work, homework, comprehensive classroom assessments, portfolios, presentations, district benchmark assessments, and state assessments.

In addition to informal and regular feedback, parents and students receive standards-based report cards three times each year that provide insight into the academic performance level of the student. While SRACS currently utilizes the standards-based report card used by Santa Rosa City Schools, the Charter School staff would like to initiate a discussion during the 2013-2014 school year to update the current reporting system to better meet the needs of parents, students, and staff.

2011-2012 California Standards Test data indicate the students at SRACS are making above average student achievement. The Academic Performance Index (API) for SRACS is 969 which is well over the state-wide goal of 800. SRACS also met all English-Language Arts and Mathematics Annual Yearly Progress goals as outlined in No Child Left Behind. SRACS is accelerating the learning of their students.

Annual summary analysis of student academic performance will continue to be measured through state assessments and the district benchmark tests. The state required annual assessments include the California Assessment of Student Performance and Progress (CAASPP), CELDT, and the English Language Proficiency Assessment for California (ELPAC). CAASPP, CELDT, ELPAC, and benchmark assessment results will be mailed home to parents/students annually.

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 SRACS will rest with the Board of Education of the Santa Rosa City Elementary School District. Except as specifically provided within the approved charter, 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 SRACS, will pertain to the Charter School in the same manner as for the non charter schools of the District.

Staff members serving the SRACS will be members of the respective collective bargaining units. Except as otherwise agreed to by the exclusive representatives, 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 will be a strong component in the SRACS. The parents/guardians of prospective students will be asked to familiarize themselves with the Mission Statement and Educational Vision of the Charter School. The signature of a parent/guardian on the SRACS application form will signify a commitment to the goals and program of the Charter School. To the extent possible, parents/guardians will be asked to commit to personal involvement in the program and operation of the SRACS.

The SRACS Accelerated Charter Advisory Committee meets multiple times on a scheduled basis. To look at, discuss, make recommendations and reports regarding the budget, report cards, AC bylaws, professional development, school culture, and district administration. The AC includes at least two teachers, two parents/guardians selected by the total group of parents/guardians, as well as one member who functions as the community liaison.

The SRACS Advisory Committee operates under a set of by-laws approved by the committee and the Santa Rosa City School Board. The role of the Advisory Committee is to make budgetary decisions, reports on the effectiveness and needs of the school and recommendations for changes to the Superintendent and the Board of Education. Also, the

Advisory Committee has the responsibility to make spending decisions utilizing funds allocated to the SRACS and to monitor the Charter School operation for adherence to the approved charter as well as forming a link between the parents and the school administration.

ELEMENT E - STAFF QUALIFICATIONS

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

The basic qualifications for teachers and other staff serving Charter School students in the core academic program will be identical to those required for non charter schools in the District. Staff Qualifications Teachers will have some Hours/Units/ and or Experience in Gifted Education, plus a commitment to continuing education.

Further teacher qualifications: Candidates need to have a demonstrated understanding or coursework in the following areas to be able to:

- Work collaboratively on curriculum and assessments which support our charter curriculum guidelines.
- Refer potential students for GATE program identification including those from diverse linguistic, socioeconomic, and cultural backgrounds.
- Knowledge of differentiated curriculum through the use of depth and complexity, compacting, acceleration, tiered assignments, and independent contracts.
- Set high expectations for all students to meet and exceed state content standards.
- Provide flexible grouping within the classroom or between classrooms to provide large and small collaborative learning opportunities with peers and with other students based on interests or abilities.
- Provide opportunities for independent study.
- Monitor, assess, and evaluate student progress and communicate progress with parents and students.
- Participate in ongoing professional development related to characteristics of Accelerated students, research, and literature on best practices in ALPS program curriculum and pedagogy.
- Provide information and training for administrators, teachers, counselors, and parents regarding the characteristics of gifted learners and they're related social and emotional development.

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 furnishes the school with a criminal record summary as described in Section 4423 7. " Education Code 47605(b)(5)(F)

The procedures of the SRACS to ensure the health and safety of pupils and staff will be identical to those procedures followed in the non-charter schools in the District. Such procedures will include requirements as outlined in applicable sections of California Education Code and as described in the Charter Schools Act. Also, supervision and separation during recess and play periods will be provided respecting SRACS students and the host school student population (if applicable).

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 goals of the total SRACS program will be to achieve a racial and ethnic balance among all enrolled students that are reflective of the general population within the Santa Rosa City Elementary School District. The means by which this racial and ethnic balance will be achieved will include targeted, native language notification and outreach to prospective parents/guardians. The annual report submitted to the Board of Education will report on the progress toward racial and ethnic balance.

ELEMENT H – ADMISSION REQUIREMENTS

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

Admission shall be open to all pupils who wish to attend the school. Parents/guardians are encouraged to familiarize themselves with and commit to, the educational program and any parent participation duties outlined in the Charter. Enrollment will be limited only by the capacity of the Charter School in any given year.

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

1. Admission Requirements: If fewer students than the maximum cap apply to attend the school by the deadline for submitting applications ("admissions deadline"), the Charter School shall admit all pupils that apply.
2. Deadline Requirements: Charter School shall only extend the admissions deadline should fewer than the maximum cap applies for admission before the deadline. The Charter School shall only accept applications to admit students after the admissions deadline to reach the maximum cap.

After the Charter School receives applications up to the maximum cap, any remaining applicants will be placed on a waitlist and placed in order under the procedure outlined in Step 5.

3. Sibling Preferences: If the Charter School receives applications exceeding the maximum cap before 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 the Charter School at the time of the lottery, or, for all Dependent Charter Schools Serving fewer than nine (9) grade levels (i.e., less than K-8), who were matriculated at the school at any time during the seven (7) school years prior to the school year for which the lottery is being conducted, shall be admitted.

- (i). If, after admitting all applicants under step 3, there are remaining spaces, the Charter School shall apply the lottery procedure set forth below, starting with Step 4(a), concerning 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, the Charter School shall apply the lottery procedure set forth below, starting with Step 4(a), to the group of siblings only, to determine admission to the Charter School.

3. Lottery Procedure: The Charter School shall employ the following lottery procedure to determine admission to the school if the number of applicants exceeds the number of available slots:

- (a) The lottery shall be conducted by District personnel. The District and Charter School 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 the Charter School and District Office. The lottery shall take place at a public facility at the District Office or charter school 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 Charter School 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' name, 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 districts¹ shall be designated “District Resident.” Applicants not meeting any of these three criteria shall be designated as “Other.”

If 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 Charter School employee: 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 1 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 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 the Charter School, with no reference to the category in which the student fell or order of selection.

5. Wait List:

¹ 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.

- (a) In the event that the maximum cap is reached without use of the lottery, subsequent applications from unadmitted 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 the 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 the Charter School 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.

ELEMENT I - FINANCIAL AUDIT

"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)(1)

The financial audit(s) of SRACS(s) will be accomplished as part of the total District audit. The additional fees for Charter School audit will be paid with funds generated by Charter School average daily attendance.

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 will pertain to the Charter School in the same manner as for the non-charter schools of the District. The SRACS Advisory Committee will discuss and develop written standards and expectations for student behavior and related consequences for violations of those expectations. Expectations for student behavior are contained in the student planner.

SCHOOL-WIDE RULES AND EXPECTATIONS

Our program is based on respect, responsibility, relationship-building, and relationship-repairing. It focuses on mediation and agreement rather than punishment.

Provide training for administrators, teachers, and counselors, in recognizing at-risk GATE students, and how to make referrals to appropriate school personnel and external agencies.

Identify staff and program services that support the social and emotional development of all learners to facilitate healthy self-concepts and a supportive community

Develop a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies and provide intervention options for gifted students in the school, at home, or in the community.

Ensure that an intervention plan is developed for at-risk GATE students that include counseling services and support so that students are not dropped from the program.

Ensure that information and support are provided to parents regarding at-risk students.

Provide student with an awareness of career and college options and guidance consistent with their unique strengths, including mentoring and pre-college opportunities at the secondary level.

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 SRACS students will be identical as 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 SRACS program will be based upon parental request and the enrollment process referenced above. No student will otherwise be assigned to the Charter School. Establishment of the SRACS 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 with Santa Rosa City Schools 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 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)

General dispute resolution procedures will pertain to the Charter School in the same manner as for the non-charter schools of the District.

In the event of a dispute concerning the provisions of the approved charter, the individual(s) bringing the dispute will meet with the Superintendent or his/her designee. A written report of the meeting will be submitted to the Board of Education. The Board of Education of the Santa Rosa City Elementary School District will retain the final decision rights concerning any such dispute.

ELEMENT O—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 SRACS close, all remaining assets and liabilities of the organization will be disposed of by the school's Advisory Committee to the District or other appropriate entity or returned to the state by the asset disposition provisions of the organization's by-laws, District Policy, and state law. Assets are 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 student's 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 Advisory Committee 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.

