SANTA ROSA ACCELERATED CHARTER SCHOOL
RENEWAL OF CHARTER

SANTA ROSA ACCELERATED CHARTER SCHOOL

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 a period of three years. Since that time the Santa Rosa Accelerated Charter has grown to 128 students and each year has a waiting list of 30-45 students.

This Renewal Proposal for SRACS proposal is formally presented to the Board of Education of the Santa Rosa City Elementary School District on June 12, 2013. The outline below follows the sequence and content requirements of Board of Education Policy 0420.4.

The undersigned District Administrative staff members hereby 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. ~~Ultimately, there would seem to be an opportunity for several SRACS sites within the Santa Rosa City Elementary School District. For this reason, the Renewal Proposal is still presented in the context of possible, additional sites. However, the only SRACS currently in operation is sited on the campus of Rincon Valley Middle School.~~

The core academic program of the SRACS is centered in self-contained classrooms. 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/or geographic separation from the general middle school student population. Projected 2013/2014 enrollment at the SRACS at Rincon Valley Middle School site is 128. This enrollment figure of 128 (4 classes) has remained consistent since 2007.

_____, Lead Applicant
Socorro Shiels, Superintendent of Schools

In addition to the expertise of the Lead Applicant, the administrators of Rincon Valley Middle School and Santa Rosa City Schools have extensive experience, credentials, and expertise to continue the operation of this highly successful charter school.

Michael Milbrath, Assistant Principal RVMS/SRACS
> BA in Theatre Arts, Augsburg College
> MA in Education, Sonoma State University

Credentials
> Single Subject Credential in Music & Theatre
> Administrative Services Credential

Work Experience
> RVMS SRACS Assistant Principal 2007- Present
> Teacher, Performing Arts, Piner High school 1992-Present

Matt Marshall, Principal, Rincon Valley Middle School Education:
> BS in Management

Credentials & Certifications:
> Administrative Services Clear Credential Clear Teaching Credential in Social Studies

Work Experience:
> Principal, Rincon Valley Middle School 2006 – present.
> Vice Principal, Piner High School 2005 - 2006
> Assistant Principal, Piner High School 2004-2005
> Teacher, Montgomery High School 1993-2004

Amy Sather, Assistant Principal, Rincon Valley Middle School Education:
> BS in Elementary Education, University of Arizona
> MS in Educational Administration, Sonoma State University

Credentials & Certifications:
> Multiple Subject Teaching Credential Administrative Services Credential
> CLAD (Cross cultural Language and Academic Development Certificate) AB 75
> (Certificate of Eligibility for the Administrative Services Credential)

Work Experience:
> Assistant Principal, Rincon Valley Middle School, 2002 -present
> Teacher, Douglas Whited Elementary School, Rincon Valley Union School District, 1996- 2002
> Volunteer Coordinator, Rincon Valley Union School District, 1991 - 1996

In addition to the administrators listed above it is an 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.

- <u>Anna Williams Elementary School Lead Teacher</u>

- <u>Steve Williams Elementary School Lead Teacher</u>

- <u>Leslie Loopstra, Elementary School Teacher</u>

- <u>Kim Walls, Elementary School Teacher</u>

It should also be noted that ~~our Charter Consultant Stephanie Farland and~~ Director Anna Guzman contributed significant time, insight, and reflective conversation to our creation of this document.

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. In addition, 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)　　<u>SRACS Advisory Committee Members 2012-2013</u>
- Evelyn Anderson
- Susan Backer
- Meher Siegle
- Shelby Moeller
- SRACS Staff
- Mike Milbrath

REQUIRED CHARTER SCHOOL ELEMENTS

DESCRIPTION OF ELEMENTS REQUIRED BY THE CHARTER SCHOOLS ACT OF 1992

ELEMENT A-DESCRIPTION OF THE EDUCATIONAL 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 Santa Rosa Accelerated Charter School is formed to serve students in grades 5 and 6 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) is designed to serve students in grades 5 and 6 in a self-contained setting. Under charter school law, the school will be open to all 5th and 6th grade students 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 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 at Rincon Valley Middle School (RVMS), 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. Our emphasis on music, technology, art, real-life problem solving and community involvement has created a unique educational environment. Each group of students work with the themes provided to create generalizations. These in turn help to determine the direction of our curriculum.

~~Given the stated philosophy, and the varying emphasis of each program location, students who have high interest in the designated focus area, and are academically and socially prepared for the enriched curriculum, will be most successful. The desire is to have a student population whose demographics mirror those of the student population in the greater Santa Rosa geographical area.~~
Originally, there were to be 2 Accelerated Charters created in SRCS. Although a number of attempts were made a second Accelerated Charter has not at this point been created. SRACS Staff feel that the pedagogy and methodology 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 to ensure that all members of the Santa Rosa community have knowledge of the pedagogy and methodology of the Santa Rosa Accelerated Charter School.

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.

Governance of Santa Rosa City School's 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.

~~While the initial SRACS program operates at Rincon Valley Middle School, the re-authorization of the Charter holds open the possibility of one or more additional sites being brought to the Board of Education for consideration.~~

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

Housing this charter program on a middle school campus creates the advantage of providing a range of educational opportunities for the students. The benefits from the self-contained classroom will be in the personalization that exists in a small school and in the culture of excellence within its community of learners. A middle school campus also will provide access to a breadth of curriculum options. In addition, 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 at the middle school site in which the program is housed
2. Returning to the middle school 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.

The uniqueness of the charter is not only in the imbedded use of technology in students'

(9)

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 4 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. Key words such as: 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. Key words 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/or reorganized knowledge structures. Key words 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 own 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. Collaboration will occur between and

among teachers, students, parents, and community stakeholders. Students will be provided myriad opportunities for self-reflection and assessment, through 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 own learning. Whenever feasible, curriculum will be interdisciplinary and provide students with 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 educational program, students will also benefit from the setting, which will be at or near one of five middle schools. As a result, students may:
   A. Participate in greater course offerings, clubs, and activities during their elementary years.
   B. Comfortably and slowly acculturate to the middle school throughout their tenure at the charter so that their eventual transition to 7th grade is seamless.
   C. Choose to enter, and be prepared for, the accelerated core classes in 7th/8th grades.

5. 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.

6. 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.

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

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 School's 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.

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

   • Regularly discuss with their child the importance 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 completion of school work and preparation for assessments.

3. Parents and guardians will agree 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. In addition, for parents who work several jobs to support their family, options of mentoring or community support must be available. Varied service opportunities could include such things as classroom assistance, field trip transportation, fund raising support, and advisory committee work, tutoring, and reading with students.

4. 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. "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 education program. Education Code 47605(b) (5) (B)

> **Comment [SF1]:** This language is new. Made more changes below to reflect possible new student population

The Online Assessment Reporting System (OARS) is a web-based data management system that facilitates the collection, reporting, and analysis of district and state assessment information. District teachers and administrators use the data and report options in OARS to monitor student progress, to identify curricular areas that may need to be reinforced or re-taught, and to plan for the next instructional unit. In order to assess student growth using the CCSS all students will be assessed using the Blueprint A & B district assessments

within the OARS assessment system. This feature will allow us to review results for multiple assessments in a single report, in order to analyze student progress on individual standards, standard clusters, and benchmark subtests

Academic Goals	Benchmark
1. **Students will possess and apply essential knowledge in the core curriculum.**	• Meet or exceed the grade level standards at their grade level and some standards at the next grade level in English-language arts, mathematics, science, and social science • Comprehend reading material in a variety of content areas • All students will practice analytical reading techniques to determine what the text say explicitly and to make logical inferences from it and site specific evidence when writing or speaking to support conclusions drawn from the text. (CCSS 6.RI.1) • All students will be given *the Benchmark A &B OARS* test in September of each year as a pretest of all ELA standards. Student will be given the same test as a post- test in the middle of the second trimester. SRACS' goal will be to have 80& of our students score at 80% in the fall and to have 85% of our students score at 85% or above in the spring of each year.
2. **Students will be critical, creative, and complex thinkers.**	• Presentations, Power Points, 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.	• Write, speak, and listen effectively • Write in various genres, using correct grammar and mechanics, logical structures, and appropriate voice • 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)

Academic Goals	Benchmark
4. Students will function effectively in a technological environment.	• 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.	• 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.**	• Adhere to district/school/class rules and policies • Demonstrate respectful behavior in class and school activities • Demonstrate an awareness of and respect for diverse cultures, lifestyles, and ideas
7. **Students will conduct themselves with academic and personal integrity**	• 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

SRACS was created to be the antithesis of The Standardized Testing Model. Developing habits of mind and character, connecting standards based learning to big themes, anchor standards, the CAG standards etc.... is the focus of the school. We are however cognizant of the responsibility to give and support our students as they take standardized tests. As seen in our scores below, over the last 8 years SRACS students have scored over 900 in each year. We have no significant subgroups and so our AYP is also exemplary. *As SRACS moves to a more inclusive enrollment process, we anticipate a more diverse student population. When this happens, we will revisit these student outcomes each year via our accountability report to the SRCS to make the outcomes more specific to any significant subgroups.*

Comment [SF2]: I have updated this section to reflect changes in law.

The Chart below indicates our API Scores over the last 8 Years.							
2005	2006	2007	2008	2009	2010	2011	2012
925	949	952	946	961	952	945	

The Chart Below Indicates our percentage of population at proficient and above on AYP over the last 8 Years						
2006	2007	2008	2009	2010	2011	2012
100%	100%	100%	100%	100%	100%	100%

As SRACS moves toward the assessments being developed for the new Common Core Standards our projections for the next years takes into account the very different and likely far more difficult new assessments. Further, we cannot predict the future of our demographics, the stability of our population, or the vagaries of an ever changing educational landscape. Therefore our projections are conservative.

Goals for SRAC over next 5 years	2014	2015	2016	2017	2018
API	800	805	810	815	820
Students scoring proficient or advanced on English Language Arts Common Core Assessments	85%	90%	95%	100%	100%
Students scoring proficient or advanced on Math Common Core Assessments	85%	90%	95%	100%	100%
Students scoring proficient or advanced on Science Common Core Assessments	85% 5th Gr.	90% 5th Gr.	95% 5th Gr.	100% 5th Gr.	100% 5th Gr.

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 School's 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 competence is measured by students "meeting or exceeding" grade level standards. The school's progress is measured by BP 0500 *District and School Pelformallce 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 School's 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 maily 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 STAR (standards-based exams, norm-referenced tests, SABE) and CELDT. STAR, CELDT, 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/guardimls 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 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 Committee meets monthly. The Advisory Committee includes two teachers, two parents/guardians selected by the total group of parents/guardians, as well as one member who functions as the community liaison. ~~.As additional SRACS sites commence operation, similar Charter School Advisory Committees will be formed.~~

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 reports and recommendations to the Superintendent and the Board of Education. In addition, 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.

ELEMENT E - STAFF QUALIFICATIONS

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

The 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. All teachers are required to meet NCLB requirements for Highly Qualified teachers.

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 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 set forth in applicable sections of California Education Code and as described in the Charter Schools Act. In addition, supervision and/or separation during recess and play periods will be provided respecting SRACS students and the general middle school student population.

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 is reflective of the ~~attendance area served, as well as~~ 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. The racial and ethnic balance of the current SRACS enrollment, ~~compared to that of Rincon Valley Middle School,~~ as well as to the entire District is as follows:

Schoolwide Enrollment	127
Black or African American	1
American Indian or Alaska Native	0
Asian	13
Filipino	1
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
White	100
Two or more races	12
Socioeconomically Disadvantaged	1
English Learners	0
Students with Disabilities	1

ELEMENT H - ADMISSION REQUIREMENTS
"Admission requirements, if applicable. Education Code 47605(b)(5)(H)

Admission will be open to all students whose parents/guardians familiarize themselves with, and commit to, the Mission Statement and Educational Vision of SRACS. Enrollment will be limited only by the capacity of the Chatter School in any given school year.

~~First preference will be afforded to siblings of SRACS students This preference extends to any siblings of former SRACS students, including, but not limited to, those enrolled at Rincon Valley Middle School and any SRCS High School. Second preference will be given to students within the attendance area of Rincon Valley Middle School where SRACS is located. Third preference will be given to remaining students residing within the Santa Rosa Elementary School District. Fourth preference will be given to those students living outside preferences 1-3. In the event that enrollment applications exceed the capacity of the charter school, a public lottery drawing will be held.~~

~~Elements of the Lottery~~
- ~~All SRACS applications must be submitted to the registrar by the end of Open Enrollment for Sonoma County which closes on November 30th each year.~~
- ~~Priorities/Preferences are:~~
  - ~~1. Siblings~~
  - ~~2. Living in the Rincon Valley Middle School attendance area.~~
  - ~~3. The attendance area for the rest of Santa Rosa City Schools.~~
  - ~~4. The rest of Sonoma County.~~
- ~~Each year there is room for 62 incoming 5th graders~~
- ~~Once the siblings in Priority/Preference 1 are placed the number of remaining openings is compared to the number of applications in Priority/Preference 2.~~
- ~~If there are enough openings for all of Priority/Preference 2 those students are admitted.~~
- ~~If however there are more applications than openings a lottery is drawn.~~
  - ~~Administrator, ESOM and Registrar gather to draw the lottery.~~
  - ~~Names of each student are placed in a bowl/hat/etc..~~
  - ~~One by one names are drawn and students admitted.~~
  - ~~The drawing continues even after the available openings are filled to create the waiting list.~~
  - ~~The drawing continues through all the remaining Priorities/Preferences until each student and their application is accounted for.~~
- ~~❖~~

Admission will be open to all students whose parents/guardians familiarize themselves with, and commit to, the Mission Statement and Educational Vision of SRACS. Enrollment will be limited only by the capacity of the Chatter School in any given school year.

First preference will be afforded to siblings of SRACS students. Second preference will be given to students living in the boundaries of the Santa Rosa City High School District. Third preference will be given to remaining students residing within the County of Sonoma

Elements of Enrollment

(12)

(21)

- ❖ *All SRACS applications must be submitted to the registrar by the end of Open Enrollment for Sonoma County which closes on November 30th each year.*

- ❖ *Priorities/Preferences are:*

  - o *1. Siblings*

  - o *2. Students living in the attendance area of Santa Rosa High School District.*

  - o *3 Students living in Sonoma County*

Each year there is room for 62 incoming 5th graders

- ❖ *Once the siblings in Priority/Preference 1 are placed the number of remaining openings is compared to the number of applications in Priority/Preference 2.*

- ❖ *If there are enough openings for all of Priority/Preference 2 those students are admitted.*

- ❖ *If however there are more applications than openings a lottery is drawn.*

  - o *Administrator, ESOM and Registrar gather to draw the lottery.*

  - o *Names of each student are placed in a bowl/hat/etc..*

  - o *One by one names are drawn and students admitted.*

  - o *The drawing continues even after the available openings are filled to create the waiting list.*

  - o *The drawing continues through all the remaining Priorities/Preferences until each student and their application is accounted for.*

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 satisftlction 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 audits 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, seen below.

SCHOOL-WIDE RULES & EXPECTATIONS
The "BEST" Program

The Santa Rosa Accelerated Charter School implements many of the school policies related to expected student behaviors that are used at RVMS. Failure to follow any of these defined rules will result in disciplinary action. There are 3 general principals to the BEST program; be safe, be responsible, and be respectful.

1. BE SAFE: *You are expected to behave in a manner that promotes safety for yourself and others.*

- Use equipment appropriately
- No fighting, pushing, shoving, or kicking
- Keep hands and feet to self
- Threatening behavior, either physical or verbal is prohibited
- No throwing food or inappropriate objects

2. BE RESPONSIBLE: *You must take responsibility for completing all your assignments, for taking care of your personal property as well as school property, and for behaving appropriately. You are answerable for your choices, decisions and actions, both positive and negative.*

- Be on time for school/class
- Always bring materials to class
- Always complete homework/assignments
- Follow directions
- Tell the truth
- Cheating (including copying) is not allowed
- No stealing
- Eating in class in not allowed
- Gum is prohibited
- Dispose of trash properly
- Cutting class/school is prohibited
- If you see something out of place, pick it up and put it away; indoors and outside.

3. BE RESPECTFUL: *You need to respect yourself, your fellow students, all of the adults on campus, and the school rules.*

- Respect staff/adults and/or other students
- Your school is your community, please respect it
- Respect other people's property
- Display a positive attitude
- Use appropriate and respectful language
- Disruptive behavior is not allowed
- Harassment of any kind is not allowed

The above BEST Program applies: 1) while on school grounds, 2) while going to or coming from school, 3) during the lunch period, whether on or off campus, 4) during or while going to or coming from a school-sponsored activity.

PLAYGROUND GUIDELINES

- There is not to be physical contact such as wrestling, rough-housing, pushing, shoving, grabbing, kicking, pinching
- There is no running around the perimeter of classrooms 1 & 2 or when going to & from classrooms 77 & 78.
- Tennis balls, bouncy balls, or handballs are the only balls to be played against the tennis court ball wall.
- Please don't lean or hang on the tennis court nets.
- Please don't hang on the fences, gates, or backstops in the softball field area.
- Do not play on fences, gates, and any school doors.
- No playing in the bathrooms.
- Food is not to be eaten in or around the tennis courts or softball fields.
- Please do not stand on the picnic tables or benches.
- Please do not sit on the eating surface of the picnic tables.
- We ask that you do not play games during the first ten (10) minutes of lunch.
- If a ball goes into the parking lot, only ONE person will retrieve it with permission of an adult and after carefully looking for moving cars in the parking lot.
- Stay back 12 feet from the neighbors' fences and Badger Road.
- All balls and playground equipment must be returned to the recess ball cart immediately after the bell rings.
- Playground items brought in from home are strongly discouraged and must be made available to all students if brought in from home.

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.

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 - PUBLIC SCHOOL EMPLOYER

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code)." Education Code 47605(b)(5)(0)

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

The signature of the Lead Applicant below affirms that the SRACS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. It is further affirmed that the SRACS shall not charge tuition and ~~shall not discriminate against any person on the basis of ethnicity, national origin, gender, or disability as set forth by law.~~ *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)]*

Santa Rosa City Schools

SRACS currently operates in classrooms sited at Rincon Valley Middle School.

Funds generated by Charter School average daily attendance will compensate the District for the use, custodial services and maintenance of the classrooms utilized in any SRACS program. Classrooms will fully conform to all construction, maintenance and safety standards, which pertain to the non-charter schools of the District. As such, the Board of Education will have assurance that the SRACS facilities will be safe, habitable and well suited for the education programs described in this proposal.

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

The operational budgets called for in Board Policy 0420.4 are included as Appendix A.

Since the SRACS will operate within 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 for the SRACS will be provided by the 1.0 fte ESOM and .4 fte Administrator who divides the .4 fte responsibilities between the host school and SRACS.

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

On a continuing basis, the Superintendent will report to the Board of Education further detail regarding services/fees for the Accelerated Charter School.

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 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 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 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.