

*Charter for the Conversion of the
Clarksburg Elementary School Into a
California Public Charter School
To be named:
Clarksburg Charter School*



*Submitted to
River Delta Unified School
District*

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This charter was created in the State Board recommended Model Application format. As the Model Application presents the legally required elements outside of the order presented in law, the following is a table of contents of the legal requirements to assist the reviewer in ensuring that each of the legal requirements has been met.

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioners, we, James Lockhart, Dominic DiMare, and Alicia Fernandez hereby certify that the information submitted in this application for a charter for the conversion of the Clarksburg Elementary School into a California public charter school to be named Clarksburg Charter School to be located within the boundaries of the River Delta Unified School District is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the Clarksburg Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Clarksburg Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given

to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]

- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the Clarksburg Charter School including but not limited to:
 - The Clarksburg Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - The Clarksburg Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - The Clarksburg Charter School shall comply with any jurisdictional limitations to locations of its facilities.
 - The Clarksburg Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - The Clarksburg Charter School shall comply with all applicable portions of the No Child Left Behind Act.
 - The Clarksburg Charter School shall comply with the Public Records Act.
 - The Clarksburg Charter School shall comply with the Family Educational Rights and Privacy Act.
 - The Clarksburg Charter School shall meet or exceed the legal required minimum of school days.

James Lockhart Date

Alicia Fernandez Date

Dominic DiMare Date

I. INTRODUCTION / FOUNDING GROUP

A. INTRODUCTION

The Clarksburg Charter School (“Clarksburg Charter School” or “Charter School”) shall be a site-based, traditional calendar charter school serving students in grades Kindergarten through Eighth Grade. This charter petition seeks to convert the current K-6 Clarksburg Elementary School within the River Delta Unified School District (“District” or “RDUSD”) into a charter school adding the 7th and 8th grades. Petitioners seek to begin operation to start the 2006-2007 school year. However, if the charter is not approved in enough time to begin operation by June 30, 2006, the Charter School shall begin operation to start the 2007-2008 school year.

B. GOALS FOR CONVERSION

- Clarksburg Charter School will attack the ethnic and socio-economic achievement gap to enable students to become self-motivated, competent and lifelong learners prepared for a lifetime of opportunities and change.
- Clarksburg Charter School reasoning shall provide a multi-ethnic, student-centered learning environment that focuses on student achievement on an individual basis.
- Clarksburg Charter School’s educational program shall be based on California state standards within an educational experience that will also include technology, fine arts, athletics, and service learning to support the intellectual, social, physical, and emotional development of a student in the 21st Century.

C. FOUNDING GROUP

The founders of Clarksburg Charter School are a committed, dedicated and highly educated group of teachers, parents and community members interested in providing students with an exemplary elementary school education. The founders bring together the combined experience of working in the areas of community advocacy, school finance, business, school administration school curriculum, instruction, lobbyists, and assessment, and have brought together independent consultants to provide advice in the legal and educational fields. See Appendix A for a listing of the founders and consultants and their expertise and involvement in the proposed charter school.

D. SIGNATURES

Attached, as Appendix B, please find signatures of at least 50 percent of the permanent status teachers currently employed by the Clarksburg Elementary School in accordance with the requirements of Education Code Section 47605(a)(2).

II. EDUCATIONAL PROGRAM

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

A. MISSION

By narrowing the achievement gap in our highly diverse Clarksburg community, the Clarksburg Charter School shall seek to provide students with an equal opportunity for academic success in a K-8 community based, student focused environment.

B. VISION

The petitioners for the charter seek to capitalize on one of the last true, small communities in Yolo and surrounding counties. We want to build a collaborative learning community of parents, teachers, community members and students all dedicated toward the goal of increasing pupil achievement at the Clarksburg Charter School, a special place to learn.

The Petitioners ultimately envision a two school community which can offer the full continuum of K-12 within Clarksburg.

Whom the School is Attempting to Educate

Clarksburg Charter School’s educational program has been developed to provide expanded educational choice and opportunities for families in Clarksburg and surrounding communities. The school will strive to enroll a student body that is representative of the diversity of the surrounding community. Clarksburg Charter School shall offer a school setting that reflects the community’s desire to have access to a rigorous academic program that includes visual and performing arts, technology, athletics and agricultural services.

Clarksburg Charter School K- 8 will serve students whose families have an interest in and a commitment to the schools’ joint philosophy and vision. Upon opening, the school will offer K- 8 and will seek to serve approximately 212 students (230 students if 2007/08 starting year).

Clarksburg Charter School shall be non-sectarian in its admission policies, employment practices, and all other operations. The school shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, or sexual orientation. We believe that the personal attention and quality of our academic program can greatly benefit many students who may have experienced problems at other schools.

As a conversion school utilizing the Clarksburg Elementary School site, it is likely that the demographics of the Charter School will reflect those of the Clarksburg Elementary School. The following is a breakdown of the demographics based upon information from the 2004-2005 School Accountability Report Card and the 2004 API School report.

Ethnicity	Percentage
African American	0
American Indian/Alaskan Native	1.6%
Asian	0
Filipino	0
Latino or Hispanic	57.3%
Pacific Islander	0
White	33.3%
Multiple or No response	7.8%
Sub-Group	
Free or Reduced Lunch Participants	52%
English Learners	51%
Students with Disabilities	10.7%
Parent Educational Level	
Not a High School graduate	37%
High School graduate	10%
Some College	33%
College Graduate	12%
Graduate School	8%

The Clarksburg Elementary School currently exhibits a large achievement gap between ethnicities, socio-economics and English Learners. Consider the following chart comparing the 2005 API Base score of the different demographics within Clarksburg Elementary School:

Latino or Hispanic	624
White	813
Socio-Economically Disadvantaged	622
English Learners	614

As you can see, our Charter School shall serve a large population of English Learners and a large population of socio-economically disadvantaged students. Our educational program has been developed with our demographics in mind and with the primary goal of decreasing the achievement gap.

Faculty/Staff

All teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Teachers will be responsible for carrying out the school's educational program, teaching the core academic classes, overseeing students' academic progress, and monitoring assessment.

Clarksburg Charter School will adhere to all requirements outlined by No Child Left Behind ("NCLB") with respect to teachers and paraprofessional employees. Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(1).

Academic Calendar

The following represents Clarksburg Charter School’s anticipated school calendar for 2006-2007 to be updated to comparable dates or similar dates to the RDUSD calendar, if the School opens in 2007-2008.

Single Track	
Summer Professional Development	August 28 – September 1, 2006
First Day of Instruction	September 5, 2006
Fall Professional Development (pupil free day)	October 9-11, 2006
Veteran’s Day	November 10, 2006
Thanksgiving Break	November 23-24, 2006
Winter Recess	December 26 – January 2, 2007
MLK Holiday	January 15, 2007
President’s Day	February 19-23, 2007
Spring Professional Development (pupil free)	March 19-20, 2007
Spring Recess	April 2-6, 2007
Memorial Day	May 28, 2007
Last Day of Instruction	June 29, 2007

Instructional Days: Initial year, 188; subsequent years, minimum 180

Pupil Free PD Days: Initial year, 10; subsequent years, minimum 5

Daily Instructional Minutes

Currently we anticipate the school day will begin at 8:00 am and conclude at 3:00 pm. Each day will include a 45 minute lunch and a 15 minute break. The total number of offered daily instructional minutes under this schedule is 360 minutes which exceeds the state requirement of instructional minutes for all grades K-8.

What It means to be an “Educated Person” in the 21st Century

Clarksburg Charter School endeavors to enable its students to receive an educational experience that prepares them for high school, college, leadership, and life. Clarksburg Charter School shall graduate students with the skills and attributes that are critical for all 21st century learners.

To be a well-educated person of the 21st century, one needs:

- To think creatively and critically, to have problem solving skills, and to develop learning and reasoning skills to prepare for life-long learning;
- To be able to set short- and long-term goals;
- To have a deep understanding of the humanities, sciences and arts;
- To be capable of using technology as a tool in the pursuit of continued learning;
- To be an exceptional communicator in many forms of communications; and
- To possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity, and honesty.

The attributes of an educated person in the 21st century include:

- Literacy and appreciation of the arts, science, mathematics and history;
- Understanding of the scientific process and mathematical process;
- Ability to gather and organize information and critically assess data;
- Ability to think critically, analytically, creatively, and logically;
- Ability to communicate complex ideas; and
- Ability to work with peoples of various backgrounds.

How Learning Best Occurs

Learning best occurs in a student-centered environment where the teachers involve and challenge the students with issues that the students regard as important and meaningful. Clarksburg Charter School will provide:

- A safe and nurturing environment where diversity is celebrated (ethnic, racial, cultural, philosophical, and/or individual);
- An educational environment that builds on student strengths through enrichment activities, independent research, problem solving, creative thinking, music, art, environmental and agricultural sciences, and technology
- A school that treats all youth as gifted and talented by offering an accelerated and academically rich curriculum to all students;
- An educational experience that prepares pupils for successful learning opportunities and prepares them for successful college and/or careers;
- A haven where students can build sustained and caring relationships with their fellow students, teachers, and community members;
- An environment where all school community members (students, teachers, parents, community volunteers, and administration) collaborate to achieve their school vision by sharing the responsibility and decision making for curriculum, instructional strategies, and school organization; and
- Thematic programs that support tiered instruction and activities that allow for multi-disciplinary learning coupled with alternative responses and solutions.

Learning will best occur when:

- The focus is placed on individual, personalized learning which can provide flexibility for the students to pursue their intellectual interests;
- Parents are involved and support their child's education;
- Community volunteers are actively engaged in the education and development of youth in their community
- Students, teachers and parents understand the metrics for success and share high expectations for success;
- Students receive tiered instruction and are involved in activities that allow for alternative solutions;
- Teaching methodologies encourage students to think creatively and critically; and

- Technology is integrated into the curriculum as a tool to help students achieve academic success.

Methods of Instruction

Clarksburg Charter School shall provide a small learning environment and contribute to educational reform by providing standards-based instruction that has been found to be effective in Title 1 schools serving disadvantaged students. Clarksburg Charter School intends to provide each student with powerful learning experiences that are differentiated to meet individual student needs. Mentoring of each individual student by staff as well as fellow students at Clarksburg Charter School will foster positive learning experiences, further develop our community and diminish the need for remediation.

A combination of small- and large-group instruction will be utilized to deliver the curriculum with one-on-one help, including mentoring assistance for those who are in need of additional enrichment. We believe that this approach to learning will provide powerful learning experiences for all students within Clarksburg Charter School.

Clarksburg Charter School will work to:

- Create small communities of learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth; and
- Teach a core academic program that utilizes research-based instructional practices and promotes artistic, scientific, and mathematical literacy, as well as critical thinking and reasoning.

The following five key elements, together, comprise Clarksburg Charter School's approach to instruction

- Standards-based instruction
- Project-based learning (PBL)
- Service learning
- Advisories
- College Preparation (via AVID) (for 5-8)

Clarksburg Charter School understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be trained to: (1) design standards-based instruction (using the principles of backwards design), (2) align appropriate assessments to the standards, and (3) implement project-based instructional activities that are aligned to standards and reflect research-based best practices as detailed in the Buck Institute's Project-Based Learning Handbook. Teachers will also design instruction that incorporates strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock. The following provides a detailed description of the standards-based instructional design process to be implemented at Clarksburg Charter School.

The method, known as “Backward Design,” is an instructional design method with a strong research base currently being employed in reform efforts across the nation. Originally published in “Understanding by Design,” by Grant Wiggins and Jay McTighe, this process of instructional planning provides teachers with a method for aligning standards, assessment, and instruction.

This process is one in which teachers start with the desired results (goals or standards) – and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform. There are three distinct stages of this process that Clarksburg Charter School will use. The three stages are as follows:

Stage 1: Unpacking and Prioritizing State Content Standards

Teachers and administrators will apply specific tools necessary to “unpack” and prioritize content standards. This is a necessary pre-requisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
 - Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments)
 - Percentage of questions from the STAR exam (CST & CAT 6) that relate to each strand of the standards (this will be tied to creating assessments)
 - Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

Teachers in each of the content areas, including Physical Education and visual performing arts will use California State Content Standards as part of this process.

Stage 2: Aligning Assessments (formative and summative) to content standards

Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard.

Specifically, teachers will:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative)
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard

- Establish and articulate clear criteria for reaching proficient performance on standards

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)
- Writing effective standards-based lesson plans
- Exploring how all learners (including ELLs and special needs students) vary in their readiness, interests and learning profiles).
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)
 - All coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in Classroom Instruction that Works (Marzano, Pickering, Pollock, 2001). Sample instructional strategies will include:
 - project based learning and other ways of experiencing real-world problems
 - collaborative investigations and demonstrations
 - mini-lessons that address specific skills within the context of larger projects
 - giving guidance and adequate time to self-reflect and self-assess
 - democratic classrooms and school structure
 - authentic assessments
 - direct instruction
 - research based projects
 - cooperative group work and projects
 - inter-disciplinary approaches to curriculum
 - the presentation of clearly defined “Learning Targets” for all students by all teachers
 - rubric self-assessment
 - the involvement of community members and educational partners in instructional presentation
 - mentoring program
 - peer study groups
 - Creating learning experiences that promote understanding, interest, and excellence
 - Innovating and enhancing current standards-based adopted programs

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process will serve as the vehicle for ongoing conversations among and between grade levels and departments at Clarksburg Charter School. Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

As demonstrated by the sample interdisciplinary, standards-based units found in the curriculum section of this petition, the backward design process enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

Project-Based Learning

A key instructional approach to meeting a variety of student needs is standards-based Project Based Learning (PBL). Standards-focused PBL is a *“systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.”* Research shows that students engaged in PBL *“construct solutions, thus shifting the emphasis [from the product] toward the process of learning”* (Buck Institute for Education, 2004). <http://www.bie.org/pbl/pblhandbook/intro.php>.

Brain-based research conducted by Kotulak (1996) and Kuhl (1994) has shown that human beings learn most what is most meaningful to us. Conversely, new material for which there is no connection is discarded. If an emotional connection is made during learning, the material learned is reinforced. Furthermore, a recent “review of Research on Project-Based Learning (Thomas, 2000) suggests that PBL is a teaching method that may be particularly well-adapted to disadvantaged youth such as the ones who will be served at Clarksburg Charter School. According to this research, PBL makes the content areas more relevant and meaningful to disaffected youth, while enhancing the *quality* of student learning, and the development of self-directed learners. The same review also suggests that PBL can enhance professionalism and collaboration among and between educators.

All project based units will reflect the principles of backwards design – the project content and processes will be framed by an essential question that is aligned to standards. Each project will be anchored by an enduring understanding standard or big idea that teachers have identified within the content standards. Enduring understanding standards generally require high levels of critical thinking (analysis, synthesis and evaluation on Bloom’s Taxonomy) and also require a performance assessment to adequately assess student mastery of such standards. Therefore, project based learning provides a successful vehicle through which students can demonstrate their mastery of big ideas that reside at the heart of content standards. Along with the enduring understanding standard that anchors each project, teachers will identify standards that represent discrete skills or isolated pieces of knowledge that support the enduring understanding or big idea. Students will address these standards in relation to the big idea which will enable students

to see the connections between isolated facts or discrete skills and the big idea. This approach to curricular design and delivery is solidly grounded within the backward design approach to curricular planning and provides for a meaningful, comprehensive way in which to promote mastery of content standards.

Students will be assessed for their mastery of standards, as well as their ability to solve problems individually and in cooperative groups. Project design will incorporate rigorous and complex problems that require students to understand the relationships between concepts from different disciplines. All projects will culminate in a tangible product and often a public exhibition of the students' work. Furthermore, all projects will reflect the "6 A's" of high quality PBL.

- Authenticity
- Academic rigor
- Applied Learning
- Active Exploration
- Adult Relationships
- Assessment

Service Learning

Productive citizens of the 21st century must be able to actively engage in their communities as agents of positive change. Furthermore, research suggests that high-quality, classroom-based service-learning is tied to improved attendance, academic motivation, achievement, and decreased drop-out and truancy rates (Billig, S 1999. *The Impacts of Service-Learning on Youth, Schools, and Communities: Research on K-12 School-Based Service-Learning, 1990- 1999.* www.learningindeed.org).

Students at Clarksburg Charter School will participate in a variety of activities designed to develop their ethic of service, and their knowledge of the structure and function of surrounding communities. They will also be taught explicit skills for contributing positively to the communities that touch their lives. Furthermore, community members (business leaders, policy makers, nonprofit workers, etc.) will be invited into the school to share their knowledge and expertise.

Community action projects will reflect the best practices of service-learning, as defined by Youth Service California (www.yscal.org):

Integrated Learning

- The service learning project has clearly articulated knowledge, skill or value goals that arise from broader classroom or school goals.
- The service informs the academic learning content, and the academic learning content informs the service.
- Life skills learned outside the classroom are integrated back into classroom learning.

High Quality Service

- The service responds to an actual community need that is recognized by the community.
- The service is age-appropriate and well-organized.
- The service is designed to achieve significant benefits for students and community.

Collaboration

- The service learning project is a collaboration among as many of these partners as is feasible: students, parents, community-based organization staff, school administrators, teachers, and recipients of service.
- All partners benefit from the project and contribute to its planning.

Student Voice

Students participate actively in:

- choosing and planning the service project;
- planning and implementing the reflection sessions, evaluation, and celebration;
- taking on roles and tasks that are appropriate to their age.

Civic Responsibility

- The service learning project promotes students' responsibility to care for others and to contribute to the community.
- By participating in the service learning project, students understand how they can impact their community.

Reflection

- Reflection establishes connections between students' service experiences and the academic curriculum.
- Reflection occurs before, during, and after the service learning project.

Evaluation

- All the partners, especially students, are involved in evaluating the service learning project.
- The evaluation seeks to measure progress toward the learning and service goals of the project.

Advisories

All Clarksburg Charter School students, beginning in sixth grade, will be assigned to one staff advisor. A staff member will be responsible for serving as an advisor for a small group of students. Their responsibilities as an advisor include:

- Meeting with their advisees regularly
- Providing students with academic support and advising,
- Monitoring, through close collaboration with other teachers, the academic and behavioral progress of advisees
- Acting as a family-school liaison for each advisee

Middle school teachers will start with a sixth grade group of advisees, and continue to be the faculty liaison and advisor for that same group of students through the eighth grade, at which time the teacher will then begin the process again with a new group of sixth graders. Each graduating eighth grade group of advisees stays together, and is matched with a new advisor as a high school freshman. That high school advisor then stays with that group of students through the twelfth grade.

This model provides continuity in student support and academic advising, while also ensuring that each student is closely monitored and supported by at least one faculty member.

College Preparation Via AVID

Clarksburg Charter School will also incorporate the AVID program (Advancement Via Individual Determination) into its instructional approach in order to prepare all students for University eligibility.

What AVID is...

- AVID is an in-school academic support program for grades 5-12 that prepares students for college eligibility and success.
- AVID places academically average students in advanced classes.
- AVID levels the playing field for minority, rural, low-income and other students without a college-going tradition in their families.
- AVID is for all students, but it targets those in the academic middle.
- AVID is implemented schoolwide and districtwide.

What AVID isn't...

- AVID isn't a remedial program.
- AVID isn't a free ride.
- AVID isn't a niche program.
- AVID isn't a college outreach program.

Students, fifth through eighth at Clarksburg Charter School will receive approximately 20-60 minutes of AVID instruction each day either via the AVID elective or embedded into their content area classrooms (minutes increase by grade level as appropriate). During this time, students will learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.

A well-developed AVID program improves schoolwide standardized test scores, advanced rigorous course enrollments, and the number of students attending college. Since 1990, nearly

40,000 AVID students have graduated from high school and gone on to college. 94.3% of AVID students report enrolling in college, 77.1% in four-year institutions and 17.2% in community colleges. The national average for four-year college enrollment is 35 percent.

C. CURRICULUM

An innovative curriculum program will be founded upon the research-based Understanding by Design (backwards design) approach (Wiggins and McTighe, 1998), and innovations in project-based learning (PBL). By integrating backwards design into PBL, teachers are empowered to utilize creative and authentic instructional methods, while ensuring the coverage of California State content standards within the project context. The traditional backwards design process guides teachers through a three step process: (1) internalization and prioritization of State Content Standards, (2) differentiated assessment methods aligned to prioritized standards and identified learning targets, and (3) innovative, research-based instructional strategies clearly articulating student learning objectives. In a standards-based PBL model, the third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

The section that follows demonstrates how teachers will be expected to cluster standards at each grade level (only select grade levels are included for demonstration purposes) to create multi-disciplinary standards-based instructional units and assessments. Note that the examples only reflect integration of selected standards, and are meant to demonstrate how teachers will align assessments and instruction to standards. Through professional development and collaborative planning time, Clarksburg Charter School will ensure that teachers are incorporating *all* of the standards for their grade level, using the backward design model described above.

The examples listed below reflect Clarksburg Charter School’s belief that assessments should be aligned to standards and should drive instructional practice. Additionally, in-depth discussions with the school community on what students should know and be able to do will occur. Students’ progress towards mastery of standards will be assessed every six to eight weeks using benchmark assessments that mirror the standard of proficiency required on the STAR tests.

Clarksburg Charter School supports a multi-disciplinary instructional approach, as it lends meaning to individual standards, and increases the content’s relevance to students. Whenever possible this cross-curricular approach is grounded in a service learning project that encompasses the program goals outlined above.

KINDERGARTEN		
Sample Standards-Based Performance Assessment	Related Standards	Priority Level
Students will “write” (through dictation, pictures, and phonetic writing) a “More Than, Less Than” story involving a variety of living things (plants and animals). Students will share their story	Life Sciences	
	3a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).	1
	3 b. Students know stories sometimes give	2

<p>orally with the teacher, and then with the class. During oral presentation, students will be asked to describe the attributes of the living things in their stories, and identify which are real, and which are made up/ fictional characters.</p> <p><u>Assessment Criteria</u> A standards-based rubric will be developed by the teacher, and shared with students.</p>	plants and animals attributes they do not really have.	
	3c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).	2
	Number Sense	
	1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.	1
	1.2 Count, recognize, represent, name, and order a number of objects (up to 30).	2
	1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	2
	Algebra and Functions	
	1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).	2
	Vocabulary and Concept Development	
	1.18 Describe common objects and events in both general and specific language.	2
<p>Instructional Activities</p> <p>1. Students will be prepared for the assessment through a variety of textbook-based and teacher-created activities. For example, students will sort objects by attributes, use manipulatives to explore the concepts of comparative quantity, and work with actual plants and models of animals to practice identifying parts and generally describing their characteristics.</p> <p>2. Students will also read and discuss stories in which animals are given human attributes.</p>	Literary Response and Analysis <i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
	3.1 Distinguish fantasy from realistic text.	2
	3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	2
	3.3 Identify characters, settings, and important events.	2
	Listening and Speaking	
	2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.	1
	2.2 Recite short poems, rhymes, and songs.	2
	2.3 Relate an experience or creative story in a logical sequence.	2

THIRD GRADE		
THEME: ECONOMIC LITERACY		
Sample Standards-Based Performance Assessment	Related Standards	Priority Level

<p>Students will produce a food and agriculture report on a food product that they regularly eat or drink. They will research production characteristics (location, production processes, labor needs, etc.) of the ingredients contained in that food product. Students will use information provided about labor, transportation, and land costs to calculate the cost of producing the ingredients used in their favorite food. Students will also research alternatives to that food (e.g. drinking juice instead of Kool-Aid), and report on the cost differences. Students will present their findings as part of a food and agriculture report that recommends whether consumers should purchase the food they researched, and explain why.</p> <p><u>Assessment Criterion</u> Students will keep a portfolio of their work on the food and agriculture report, and will be evaluated on their research process and the final product. A variety of rubrics will be created by students and the teacher to assess students' research methodology, oral presentation skills, written report, and understanding of food production processes.</p>	Continuity and Change	
	1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.	1
	2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.	2
	3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	2
	Number Sense	
	1.1 Count, read, and write whole numbers to 10,000.	2
	1.2 Compare and order whole numbers to 10,000.	2
	1.3 Identify the place value for each digit in numbers to 10,000.	2
	1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.	2
	1.5 Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).	2
	2.1 Find the sum or difference of two whole numbers between 0 and 10,000.	2
	2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.	2
	2.3 Use the inverse relationship of multiplication and division to compute and check results.	1
	2.4 Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$).	1
	2.5 Solve division problems in which a multi-digit number is evenly divided by a one-digit number ($135 \div 5 = \underline{\quad}$).	2
2.6 Understand the special properties of 0 and 1 in multiplication and division.	2	
2.7 Determine the unit cost when given the total cost and number of units.	2	
Instructional Activities	2.8 Solve problems that require two or more of the skills mentioned above.	1
1. Students will practice calculating production costs given set information about labor,	Listening and Speaking	
	1.3 Understand the structure and organization of various reference materials	1

supplies, and transportation.	(e.g., dictionary, thesaurus, atlas, encyclopedia).	
2. Students will study the characteristics of production of major commodities (e.g. sugar, cotton, wheat, corn, salt, rice, etc.).	1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).	2
3. Students will practice developing oral presentations on simple topics that involve props and visual aids.	2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	2
4. Students will learn research methodologies and practice those methods on simple research topics (e.g. what country or area of the world produces the most rice, etc.)		

SIXTH GRADE		
THEME: PHILOSOPHY, THEN AND NOW		
Sample Standards-Based Performance Assessment	Related Standards	Priority Level
<p>Students will write a research report about the life, culture, political context, and philosophy of Confucius. The report will identify how he addressed the issues of his time and place. Students will apply their understanding of Confucius to write an editorial from his perspective on a modern day issue or current event. Students will be assessed on both the editorial they write from Confucius’s perspective and how it connects to the research they conducted on his life. Students will orally present both a summary of the report and their editorial.</p> <p><u>Assessment Criteria</u></p>	Writing Strategies	
	<i>Research and Technology</i>	
	1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs spacing, columns, page orientation).	3
	1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.	<u>2</u>
	Writing Applications	
2.4 Write persuasive compositions: a. Include a well-defined theses (i.e., one that makes a clear and knowledgeable judgment). b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. c. Provide details, reasons, and examples, arranging them effectively by anticipating	1	

<p>Separate rubrics will be constructed for the research report and for the editorial. The research report rubric will focus on the variety of sources used, the student’s ability to synthesize different sources of information, the historical accuracy of the report, and the completeness of the content.</p> <p>The editorial will be evaluated for how persuasively it is written, how well it reflects Confucius’s thinking, and for the student’s application of writing conventions.</p>	and answering reader concerns and counterarguments.	
	World History and Geography: Ancient Civilizations	
	6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	1
	2. Explain the geographic features of China that made government and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.	2
	3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.	2
	4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	2
	Reading Comprehension	
	<i>Structural Features of Informational Materials</i>	
	2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	2
	<p>Instructional Activities</p> <p>1. Students will analyze quotes from Confucius circa 560 BC and think about how they apply to themselves or people around them. Sample Quotes: “Be not ashamed of mistakes and thus make them crimes.” “Everything has its beauty but not everyone sees it.”</p> <p>2. Students will read articles or passages in textbooks about the life and times of Confucius</p> <p>3. Students will look at art from the time of Confucius and analyze cultural, political, societal, and religious themes in the works.</p> <p>4. Students will synthesize</p>	2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
Listening and Speaking		
<i>Organization and Delivery of Oral Communication</i>		
1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.		1
1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.		2
1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.		2
1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.		2
Visual Arts		
<i>Role and Development of the Visual Arts</i>		
3.1 Research and discuss the role of the visual arts in selected periods of history,		2

information gained throughout the unit and look at how certain issues and themes connect to modern society.	using a variety of resources (both print and electronic).	
	3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.	3
	<i>Diversity of the Visual Arts</i>	
	3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.	<u>2</u>

At Clarksburg Charter School, it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summatively assessing for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations about learning objects, instruction, and assessment.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies brought to light in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that “have a high probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

State adopted texts and materials will be used along with a variety of supplemental resources. The academic core curriculum will include reading/language arts, mathematics, history/social science, science, health, physical education, the visual and performing arts, and world languages. The content and/or “key” standards will define for each subject and grade the most important knowledge that students must acquire and the skills that they must master. Other standards that represent discrete learning skills will be linked to the key standards (as demonstrated in the sample units above) in order to bring relevance to the standards that represent isolated skills. Clustering standards in this way, prior to choosing curricular resources, will ensure that the school’s choice and use of curricular resources are aligned to state content standards. Appropriate grade-level mastery of core academic skills will include, but not be limited to the following:

Reading and Language Arts

Students will demonstrate strong reading, writing, speaking and language skills in multiple forms of expression (e.g., written, oral, multimedia, and performing arts) with communication skills appropriate to age, setting and audience.

Mathematics

Students will develop abilities to reason logically, to understand and apply mathematical processes and concepts including those within number sense and operations, functions and algebra, geometry and measurement and statistics, data analysis, and probability appropriate to their skill level.

History and Social Science

Students will understand and apply knowledge in the areas of history, geography, economics, civics, and government to appreciate the interrelationships that exist within our complex 21st century. They will develop the skills of a historian through research and the use of primary sources.

Science

Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of the sciences including agricultural sciences. They will develop the skills of a scientist through research and lab opportunities.

Health

Students will demonstrate an understanding and knowledge of the pertinent issues of health, as set by California State Standards.

Physical Education / Athletics

Students will demonstrate an understanding and personal growth of physical fitness. (Note: Clarksburg recognizes the importance role that physical fitness and nutrition play in relation to student academic achievement and therefore have included this subsection within the academic knowledge and skills the school will promote.)

Visual and Performing Arts

Students will demonstrate a basic understanding of drama, dance, art and music.

Agricultural Sciences

At a minimum, all students will demonstrate a basic understanding of Agricultural Sciences.

The courses of study developed for the school will be intellectually demanding, relevant and taught through an interdisciplinary team-teaching approach. Based on current research on how students learn, this interdisciplinary team-based approach reinforces brain based learning. (See Appendix C for a detailed description of the 12 Brain-Based Principles of Learning, and how Clarksburg Charter School will apply those principles through its academic program.)

It has been demonstrated that students are better able to retain information when curriculum is presented in an integrated setting rather than in isolation.

Clarksburg Charter School's staff shall be encouraged to offer their expertise in selecting appropriate curriculum materials. Final curriculum decisions will be made prior to the school commencing instructional operations and will be approved by the Clarksburg Charter School Board of Directors.

Unique Aspects of the Educational Program

Clarksburg Charter School's teachers are encouraged to use an interdisciplinary approach in a standards-based system with student-centered learning opportunities. This will be accomplished through the seamless integration of standards with project-based and service learning described above. In order to ensure the effective integration of these pedagogical approaches, all staff members shall have a variety of opportunities for professional development including staff development to enhance the school's team-based approach to learning. Staff training shall be focused on the academic state content standards, to encourage best practices in teaching, and to guarantee accountability for school-wide goals. Below is a description of this formalized professional development model.

Formalized Ongoing Professional Development Program

Clarksburg Charter School will implement a comprehensive model of continuous school improvement which includes staff professional development as well as personalized coaching to help teachers implement concepts in their classroom in a practical way that meets their needs. While the school will encourage teachers to identify the types of professional development that they need in order to fulfill the mission and vision of the school, Clarksburg Charter School has identified the following topics for professional development that will be addressed throughout the course of the first year. Below is an outline of the ongoing professional development plan, including an overarching objective to be accomplished by each day of training.

DAY 1: *Begin with the End in Mind (desired results, goals, or standards)*

Objective: Participants will examine the backward design process and use specific tools (e.g. Bloom's Taxonomy, STAR Blueprints) and critical questions to "unpack" and prioritize content standards.

DAY 2: *Clustering Standards to Create Standards-Based Units*

Objective: Participants will review their prioritized standards and work collaboratively to cluster standards around "big ideas." The "big idea" or "key" standards will serve as anchors for units.

DAY 3: Think Like an Assessor

Objective: Participants will analyze achievement targets embedded in standards, as well as assessment options available to them in order to design effective assessments that are aligned to standards.

DAY 4: Communicating Criteria for Success to Students

Objective: Teachers will establish specific criteria that will be used to determine student proficiency on any given task (essay, projects, oral presentations, etc...) and then communicate the criteria to students prior to giving the assessment.

DAY 5: Learning Experiences that Promote Understanding and Engagement

Objective: Participants will develop instructional techniques that are proven to have a positive effect on student achievement. Participants will also learn how to differentiate the strategies in order to meet the needs of students with special needs, English language learners and gifted/talented students.

Additional professional development will focus on topics that are relevant to the school's mission, such as project-based learning and creating a college-going culture. Furthermore, once the state adopted curricular resources to be used by the school have been identified, teachers will attend AB466 training to correspond with the textbooks adopted by the school, and administrators will attend AB75 training in order to support effective implementation of the adopted materials.

As mentioned above, in addition to the formalized professional development objectives outlined in this charter petition, teachers will be encouraged to share with the staff and charter school directors the areas where they feel a need for more support and professional development. Peer support teams, and informal and or formal interdisciplinary teams will promote the school as a place for professional and personal growth for every staff member, as well as a place for learning for every student.

Since technology will be available for all students as an integral part of their curriculum, staff members will be adequately trained in the use of computers and their application to curriculum planning and development, and for data retrieval and analysis.

The standard for high quality student work will be enhanced and enabled by excellent teaching within a supportive school culture in which:

Teachers are expected to

- Possess demonstrable professional competence; Maintain emotional and physically safe learning environments;
- Implement California standards-based education in all core areas of the curriculum;
- Use curriculum materials and assessment practices that are aligned with California state standards;

- Provide content and performance standards that are clear including required academic performance levels, for all parents and students;
- Assign regular and relevant homework linked to content and performance standards;
- Establish the development of literacy as a high priority;
- Utilize support personnel including parent volunteers;
- Facilitate student access to human services agencies and or other appropriate helping organizations;
- Encourage innovation and academic excellence; and
- Be role models and mentors to students.

Learning opportunities

- Students will be encouraged to collaborate and work effectively with other students in the K-8 community;
- Students shall have opportunities to participate in a well articulated physical fitness and athletics program that will promote life-long fitness;
- Students shall have opportunities to participate in visual and performing arts programs;
- Students will develop individual goals for high school, post-high school and career planning;

D. PLAN FOR STUDENTS WHO ACHIEVE BELOW OR ABOVE GRADE LEVEL

Interventions

It is the primary goal of the Charter School to have a student body performing at or above proficiency on all achievement tests. Establishing a comprehensive intervention system is a critical component of a sound educational program. It is the intention of the Charter School to implement academic support structures for students and their identified needs. There are two particular groups of students who need strategically differentiated intervention/enrichment programs. Students who do not meet their progression towards proficiency in English Language Arts, English Language Development and Mathematics need intervention programs. Students who are achieving above grade level would also benefit from enrichment programs.

Clarksburg Charter School promotes success for all students. The school believes all students can achieve high standards regardless of their strengths, weaknesses, and life experiences and therefore should be offered opportunities to engage in a rigorous curriculum.

Students who are not meeting grade level benchmarks will be provided additional interventions beyond the regular school day. The interventions will focus on building and supporting basic reading, writing and math skills for success in the regular grade level appropriate curriculum. Additionally the interventions will provide opportunities for students to re-learn concepts taught during the day. Students will be identified for intervention based on the STAR test data (students performing at the basic, below basic or far below basic performance levels), diagnostic assessments to be administered by classroom teachers, and any other classroom based assessment data relevant to student achievement.

Attached and incorporated as Appendix D, please find a list of interventions that will be reviewed by the staff of the Charter School. The review process will provide the staff with an opportunity to “get to know” each of the programs and then make an informed decision regarding the program that best meets the needs of the students in need of intervention.

Student Success Team

Clarksburg Charter School is committed to working with students who are achieving below grade level to help them achieve at expected levels; and to those students who are performing above grade level and needing additional challenge. Clarksburg Charter School will identify students who are performing below or above grade level, or those students otherwise having behavior issues, and utilize a Student Success Team (“SST”) process to develop a plan to address their individual needs.

A SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.

The Clarksburg Charter School 12 SST meeting steps shall include:

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

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

E. PLAN FOR ENGLISH LANGUAGE LEARNERS

Overview

Clarksburg Charter School will meet all applicable legal requirements for English Language Learners as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Clarksburg Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELL's and the rights of students and parents.

Home Language Survey

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

CELDT Testing

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

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT,
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery,
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the school district's reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.

English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Strategies for English Language Learner Instruction and Intervention

Teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English language learners.

The instructional design model to be used by Clarksburg Charter School places a heavy emphasis on differentiating instruction to meet the needs of English Language Learners based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers will be trained on a variety of instructional strategies to be used specifically with English Language Learners. These strategies include, but are not limited to the following techniques:

Total Physical Response (TPR). Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). (*For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.*)

Cooperative Learning. Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. ELL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful

(Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

Language Experience Approach (also known as Dictated Stories). This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student's words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).

Dialogue Journals (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a nonthreatening opportunity for ELL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (*See Gibbons [2002] for specific scaffolding strategies.*)

Native Language Support. Whenever possible, ELL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students' development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

F. SERVING STUDENTS WITH DISABILITIES

Overview

The Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

Clarksburg Charter School shall be categorized as a “public school” within the River Delta Unified School District in conformity with Education Code Section 47641(b). Clarksburg Charter School shall comply with a Memorandum of Understanding (“MOU”) between the District and Clarksburg Charter School related to the delineation of duties between the District and the Charter School.

Clarksburg Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The School shall be solely responsible for its compliance with Section 504 and the ADA. The District facilities to be utilized by the School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

A Draft Section 504 Board Policy and Procedure is attached as Appendix E.

Services for Students under the "IDEIA"

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). The Charter School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, after two years of operation under this charter, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(b) either on its own or with a grouping of charter school LEA's as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and ensure ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School. We envision an ideal relationship for special education to follow the language and intent of Education Code Section 47646 and 20 U.S.C. 1413 as follows:

- The District retains the special education funds for the students of the Charter School;
- The District provides services to the students of the Charter School in the same manner as other students of the District;
- The Charter School pays the District, a pro-rata share of the overall District encroachment for special education.

G. NO CHILD LEFT BEHIND ACT

As required under the *No Child Left Behind Act*, Clarksburg Charter School will work with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress toward meeting all of the standards. Clarksburg Charter School will implement all provisions of the *No Child Left Behind Act* that are applicable to charter schools. This includes meeting the Adequate Yearly Progress goals, the assurance that teachers hold appropriate highly qualified certification, and the public reporting of the school’s academic progress.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Governing Law: The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purpose 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. -- California Education Code Section 47605(b)(5)(B)

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

A. SCHOOLWIDE OUTCOMES / METHODS OF MEASUREMENT

OUTCOMES	METHODS OF MEASUREMENT
It is the goal of Clarksburg Charter School to make Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act	Annual AYP determination
It is the goal of Clarksburg Charter School to exceed the District-wide average for attendance and to meet or exceed a 96% rate.	Comparison of District-wide attendance data and Clarksburg Charter School attendance data at P2.
It is the goal of Clarksburg Charter School, to meet its Academic Performance Index (API) growth targets school-wide and within reportable subgroups on an annual basis	Annual Academic Performance Index determination
It is the goal of Clarksburg Charter School to receive an average score of “satisfied” or “very-satisfied” on annual Parent, Teacher satisfaction surveys	Annual Parent, Teacher satisfaction surveys
It is the goal of Clarksburg Charter School after two years of operation, to meet or exceed the District-wide average scores on the CST in ELA and Math as broken down into reportable subgroups.	CST scores

In order to best serve our students and community, Clarksburg Charter School will continue to examine and refine its list of school wide outcomes.

B. SUBJECT MATTER SPECIFIC PUPIL OUTCOME GOALS

The California content standards will define for each subject and grade the most important knowledge that students must acquire and the skills that they must master. Appropriate grade-level mastery of core academic skills will include, but not be limited to the following:

Reading and Language Arts

Students will demonstrate strong reading, writing, speaking and language skills in multiple forms of expression (e.g., written, oral, multimedia, and performing arts) with communication skills appropriate to age, setting and audience.

Mathematics

Students will develop abilities to reason logically, to understand and apply mathematical processes and concepts including those within number sense and operations, functions and algebra, geometry and measurement and statistics, data analysis, and probability appropriate to their skill level.

History and Social Science

Students will understand and apply knowledge in the areas of history, geography, economics, civics, and government to appreciate the interrelationships that exist within our complex 21st century. They will develop the skills of a historian through research and the use of primary sources.

Science

Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of the sciences. They will develop the skills of a scientist through research and lab opportunities.

Health/ Nutrition

Students will demonstrate an understanding and knowledge of the pertinent issues of health and nutrition, as set by California State Standards.

Physical Education/ Athletics

Students will demonstrate an understanding and personal growth of physical fitness.

Visual and Performing Arts

Students will demonstrate a basic understanding of drama, dance, art and music.

Agricultural Science

At a minimum, all students will demonstrate a basic understanding of an Agricultural Science.

C. METHODS OF MEASUREMENT/USE AND REPORTING OF DATA

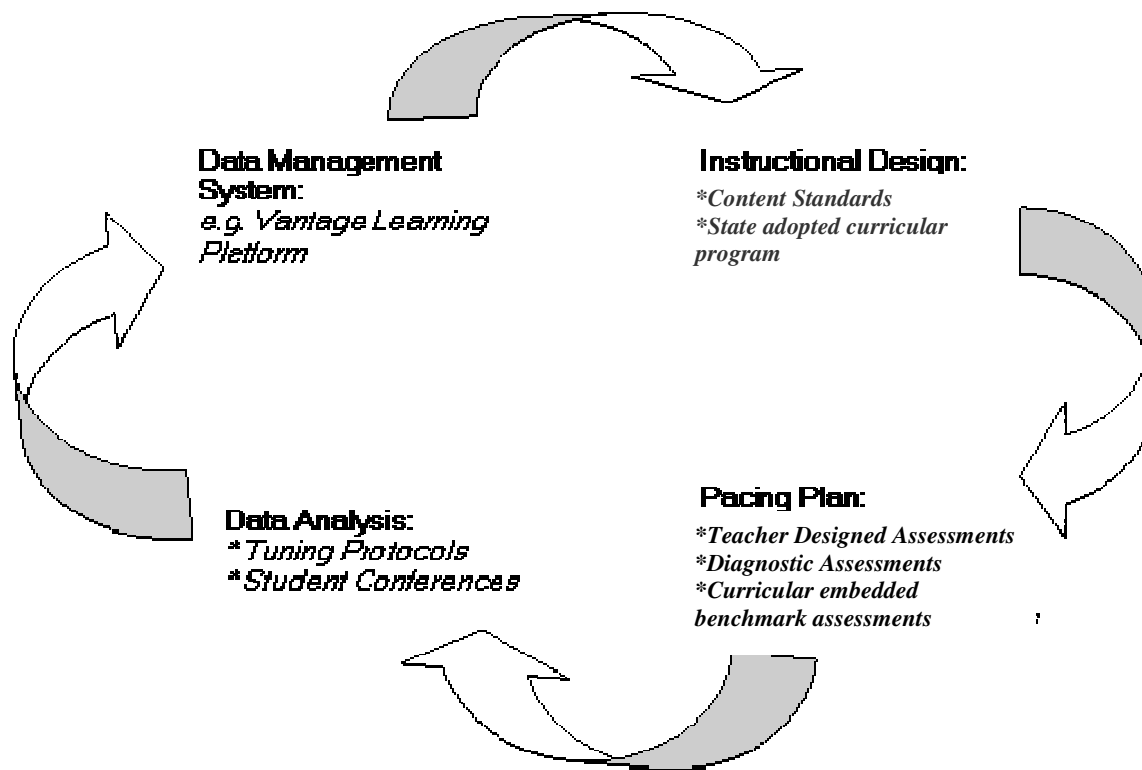
The Charter School shall conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other pupil assessments applicable to pupils in noncharter public schools.

The school is dedicated to documenting student achievement of the State Content Standards each year through state-mandated assessments.

Clarksburg Charter School will implement a cyclical feedback process to ensure that measurable pupil outcomes are used to inform and guide instruction. Teachers will be trained to work with California State Standards and the chosen curricular program(s) to determine pupil outcomes, and align assessments to those outcomes. The school will choose a curricular program that includes Curriculum Referenced Tests that are aligned to its sequence. These tests, along with other curriculum-embedded and teacher-designed assessments will be used to assess student mastery of standards every six to eight weeks. The school will develop school-wide pacing plans for each grade level that identify when each standard will be assessed during the course of the year.

The school will research the effectiveness of any current data management system being used by the district and, if necessary, acquire a new data management system (e.g. Power School, Edusoft, Tungsten Learning System, ETS Instructional Data Management System) that will compile and disaggregate assessment data (by student sub-group), and create a variety of instructive data reports. These reports will be used by teachers and other staff to collectively analyze student performance. Clarksburg Charter School will conduct a multi-year study of student performance by sub-group and grade level. Each year of the study, the school staff and its governing board will examine the findings and plan to make appropriate adjustments to ensure the success of all students in the school.

During weekly collaboration meetings, teachers will apply tuning protocols, use student data conferences, and other data analysis processes, to identify students' academic strengths and weaknesses, and use that information to guide their instructional design. Teachers will be responsible for submitting the notes from these meetings to the Principal, who will use this process to constantly monitor the use of data to drive instruction.



The data analysis process will also help the school staff determine which students are in need of intervention (remedial instruction) or enrichment. As stated above within the Education Program section regarding students achieving below grade level, students in need of intervention services who are performing two or more levels below their actual grade-level (as indicated by diagnostic assessments and/or curriculum-embedded assessments) and those students who score ‘basic,’ ‘below basic,’ or ‘far below basic’ in any subject area on the STAR testing, will receive interventions as discussed above, including but not limited to instruction in one of the CDE-adopted reading and/or math intervention programs (e.g. *Read 180, McDougall Littell*).

Student progress shall be measured through varied and diverse methods which include traditional forms such as grades, unit tests and standardized tests as well as through on-going “authentic assessment” methods such as demonstrations, performances, and exhibitions.

Students will also be measured in non-curriculum areas such as class attendance and discipline to ensure that they are meeting their social responsibilities. Clarksburg Charter School believes that students develop important life skills when they are held responsible for both performance and conduct.

Clarksburg Charter School will centrally manage scores from assessments and other meaningful quantifiable data so that students’ progress within particular subjects and across all subjects and areas of interest can be monitored.

Clarksburg Charter School will provide the students and teachers this progress data so that the school staff, students, and parents can track individual student performance throughout the student’s career at Clarksburg Charter School. Teachers and students shall be able to critically analyze student data, identify strengths and opportunity areas, develop individualized learning

plans, and define goals for the students. Goals would be jointly set by teachers and students, and student progress tracked and discussed with both students and parents on a regular basis.

Parent participation will be essential in setting up these individual student educational contracts, and managing the students as they successfully progress through their goals and objectives. This information will be used to identify areas of student, teacher and program level improvement within our Clarksburg Charter School program.

Additionally, each child, from 6th grade forward, will be assigned an advisor (see “Advisories” section above). That staff member will be responsible for tracking the student as they progress through the Clarksburg Charter School programs. As appropriate, student mentors will also encourage and support assigned students. The Clarksburg Charter School program will provide a school-based social networking structure where students can build sustained and caring relationships with their fellow students, teachers, and community members.

Additional assistance will be offered to those students who need extra help in reaching their academic and personal goals. Examples include peer tutoring, parent or community volunteer assistance, after-school mentoring programs, and educating parents how they can help at home.

Report Cards

Standards Based Report cards will be developed and will be consistent with the procedures of the District.

D. PERFORMANCE REPORTING

The Clarksburg Charter School charter school will provide to the River Delta Unified School District Board of Education an annual performance report. This report will include the following information:

- Summary data showing student progress toward the goals and outcomes listed above.t5
- A summary of major decisions and policies set forth by the Clarksburg Charter School Board of Directors during the year.
- Data on the parent involvement in the School’s governance (and other facets of the school) and summary data from a yearly parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school’s health and safety policies and any major changes to those policies during the year.
- Data showing whether Clarksburg Charter School implemented the means listed in the charter to strive to achieve racially and ethnically diverse student population reflective of the territorial jurisdiction of the District.
- A comprehensive view of Clarksburg Charter School’s admissions practices during the year. This will include information regarding the numbers of students enrolled, children on waiting lists and the students expelled and/or suspended.
- Analyses of the effectiveness of Clarksburg Charter School’s internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints.

- Parent/Teacher satisfaction survey
- Any other information regarding the educational program, the administrative, legal and governance operations of the Clarksburg Charter School charter school relative to compliance with the terms of the charter generally.

Clarksburg Charter School and RDUSD Board of Education will jointly develop any additional content, evaluation criteria, timelines and process for the annual performance report. Clarksburg Charter School will use the data in the performance report to assess and improve upon its educational programming as deemed necessary.

In the spirit of continuous improvement, within the term of this charter, the Clarksburg Charter School will also seek out an independent evaluation of its pupil performance with a specific focus on reviewing the program and its strengths and weaknesses in narrowing the achievement gap. The Charter School shall utilize the results of this evaluation to make alterations to its program to narrow the achievement gap in accordance with the school wide outcomes established above.

The above referenced annual performance report and the State mandated School Accountability Report Card will be submitted to the District within the timelines agreed upon by the District and Clarksburg Charter School and made available to the public.

Clarksburg Charter School and RDUSD Board of Education will jointly develop a visitation process to enable the district to gather information needed to validate the school's performance and compliance with the terms of this charter. However, Clarksburg Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight.

Pursuant to Education Code Section 47604.3 the Clarksburg Charter School Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from RDUSD, the County Office of Education, and the State Superintendent of Public Instruction.

IV. GOVERNANCE STRUCTURE

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

A. NONPROFIT PUBLIC BENEFIT CORPORATION

Clarksburg Charter School will be a directly funded independent charter school and will be operated by the Friends of Clarksburg Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law immediately upon approval of this charter.

Clarksburg Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the School. Pursuant to California Education Code Section 47604(c), River Delta Unified School District shall not be liable for the debts and obligations of Clarksburg Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix F, please find a draft Articles of Incorporation, Corporate Bylaws, and Conflicts Code of Friends of Clarksburg Schools.

B. BOARD OF DIRECTORS

Clarksburg Charter School will be governed by the Friends of Clarksburg Schools corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board will consist of at least 7 voting members, including: 2 community members, a minimum of 3 parents, and 2 employees with at least one membership position reserved for a certificated teacher. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation, Friends of Clarksburg Schools.

The lead petitioners have appointed a Founding Board of Directors of 9 members which shall include representatives of the parent, educators, and community members who support educational choice in the Clarksburg community. Attached as Appendix A, please find a list of Founding Board members along with biographical information of each.

Election of Community and Parent Board Members

Community members and parents representatives will be elected by a simple majority vote of all parents/guardians of the current students of the Charter School. The community or parent members of the Board cannot also be an employee of the Charter School. The School shall seek

community members with expertise in areas critical to school success including but not limited to education, school finance, fundraising, facilities, government, business, and legal.

Election of Employee Board Members

The employee members will be elected by a simple majority vote of all employees (full and part time) at the Charter School. At least one employee member shall be a certificated teacher. No teacher serving as an administrator (principal) or serving as a bargaining unit representative can be elected to the Board.

Board Member Terms & Elections

Board members shall serve a term of two years. No board member may serve more than three consecutive terms. After serving three consecutive terms, an individual must take one year off before running for election again.

Board elections will be held in January after school begins. Special elections will be called whenever necessary to fill an unexpected vacant board seat.

The founding board member terms will be staggered. Six members shall serve an initial term which shall end in January after school begins and the remaining three members will serve through the following January. As stated above, the subsequent Board of Directors will drop down to seven members (eight if the granting agency appoints a voting representative) and during the January election after school begins, four additional members (to include at least one employee representative, two parents, and one community member) will be elected.

Board Duties

The Board of Directors of Friends of Clarksburg Schools will meet regularly, at least once a month and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Principal of the School
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Principal of Clarksburg Charter School.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies of Clarksburg Charter School. These will include effective human resource policies for career growth and compensation of the staff.
- Approve and monitor Clarksburg Charter School's annual budget and budget revisions.
- Act as a fiscal agent. This includes the receipt of funds for the operation of Clarksburg Charter School in accordance with charter school laws and the receipt of grants and donations consistent with the mission of Clarksburg Charter School.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance.

- Involve parents and the community in school related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Strategic Planning.
- Approve the school calendar and schedule of Board meetings.
- Review requests for out of state or overnight field trips.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary for Granting Agency consideration.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

All Board meetings shall comply with the Brown Act.

The Charter School shall adopt a conflicts code which shall comply with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations². As noted above, the draft conflicts code is attached within Appendix F. As required, the Conflicts Code will be submitted to the Yolo County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Clarksburg Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

The Friends of Clarksburg Schools Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

C. THE PRINCIPAL

The Principal will be the leader of the school. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal must report

² It is the understanding of petitioners that the State Board of Education is developing charter school specific conflicts of interest regulations.

directly to the Friends of Clarksburg Schools Board of Directors, and s/he is responsible for the orderly operation of the school and the supervision of all employees in the school.

The Principal is assigned to perform assigned tasks directed from the Friends of Clarksburg Schools Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the charter school enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the Friends of Clarksburg Schools Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the School.
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Friends of Clarksburg Schools Board of Directors and/or the District
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote and publish the Clarksburg Charter School Charter Program in the community and promote positive public relations and interact effectively with media
- Encourage and support teachers on on-going professional development
- Attend District Administrative meetings as necessary and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues once monthly or as otherwise agreed upon
- Provide all necessary financial reports as required for proper ADA reporting
- Develop the School annual performance report and SARC
- Present fiscal audit to the Friends of Clarksburg Charter Schools Board of Directors and after review by the Board of Directors present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, as necessary participate in the suspension and expulsion process
- Participate in special education meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the School or other employee, a parent volunteer (Only in accordance with student and teacher confidentiality rights.) or to a third party provider.

D. ADVISORY COUNCILS

English Learners Advisory Council

The Clarksburg Charter School will form an English Learner Advisory Committee (ELAC) in conformance with the principals behind Education Code Section 52176. The ELAC will serve as an advisory body to the Friends of Clarksburg Schools Board of Directors in the four areas enumerated in Education Code Section 52176 (c). The school will work with parents of both English Language Learners and English speaking students in developing and adopting parent involvement strategies and policies.

Meetings of the ELAC shall comply with the Brown Act.

Parent Council

Parents will be encouraged to form a Parent Council to be responsible for parent involvement in school activities, fundraising, and advising the Clarksburg Charter School on any and all matters related to the strengthening of the Clarksburg Charter School community.

E. PARENT INVOLVEMENT

Parents will be encouraged to contribute a minimum of 30 hours per family, per academic year to the Clarksburg Charter School. The Principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the following school bodies: Friends of Clarksburg Schools Board of Directors (as member or observer), ELAC, or any applicable Parent group functions; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities upon approval by the Principal.

Attached as Appendix G, please find an Organizational Chart.

V. HUMAN RESOURCES

A. QUALIFICATIONS OF SCHOOL EMPLOYEES

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

Clarksburg Charter School shall recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that believe in the vision of the school and are in touch with the needs of the community. The Charter School shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate on the basis of gender, sex, race, ethnicity, national origin, religion, political beliefs, sexual orientation, or disability.

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by the Charter School.

All employees shall be fingerprinted and receive a background clearance in accordance with Education Code Section 44237 prior to commencing employment with the Charter School.

The following are a list of key personnel to be employed by the School along with corresponding qualifications:

Principal Qualifications

- The Charter School shall seek administrators who possess strong leadership skills, the ability to understand and implement the educational vision of the Charter School, a desire to facilitate communication and effective participation amongst teachers, students, staff, the Board and the community at large. The Charter School administrator shall possess the following minimum qualifications:
 - A valid teaching credential;
 - A valid Administrative Services credential (or Pupil Services credential) is preferred;
 - A minimum of 5 years of teaching experience; and
 - MA degree or equivalent.

Teacher Qualifications

The Charter School shall seek highly qualified teachers that are committed to education and the mission and vision of the Charter School and in touch with the needs of our community. Teachers are expected to exhibit critical thinking and communication skills, effective teaching strategies, subject matter expertise, and a willingness to work collaboratively and take responsibility and exercise leadership for the school as a whole. Clarksburg Charter School teachers shall possess the following minimum qualifications:

Accordingly, a teacher of core academic subjects must have:

- (1) a bachelor's degree;
- (2) a State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential, and
- (3) demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through CCTC's approved subject matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE").³

The Charter School shall comply with Education Code Section 47605(l), which states in pertinent part:

"Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses."

Should the Charter School seek to exercise any flexibility with regard to noncore, noncollege classes, the Charter School shall submit a list of those courses that it deems to be non-core and non-college to the District.

Teachers will be 100% CLAD certified or in the process of obtaining CLAD certification.

Non-Certificated Staff

The Charter School shall seek non-certificated candidates that embrace the vision of the school and are flexible and able to work collaboratively with administrators, students, faculty, staff, and parents. Non-certificated staff candidates must possess adequate professional training and/or experience.

Non-certificated staff members, which may include business service providers, a custodian, a school secretary, and a bus driver must exhibit the following minimum qualifications⁴:

- Adequate professional training and/or experience;
- And any and all licenses or certifications necessary to perform the responsibilities of the position

³ 7th and 8th grade teachers will be teaching in a multiple subject format thus utilizing the same credentialing and NCLB requirements. In the future if 7th and 8th grade teachers are hired for a single subject concentration, they will be required to meet the highly qualified requirements for the subject area in which they are hired in the same manner as a high school teacher.

⁴ In the alternative, the Charter School may contract for any or all of these services.

- Positive references

Classroom Aides

Clarksburg Charter School shall not receive Title I funds, and as such shall not be subject to the highly qualified requirements for paraprofessionals. However, the Charter School recognizes the importance of trained aides in the classroom to aid the teacher in the instruction of students with the following qualifications:

- Candidate must hold a high school diploma
- Candidate must have completed a minimum of two years of post secondary study (defined as 48 semester units or greater) or hold a minimum of an AA degree; to include coursework that shall prepare the paraprofessional candidate for demonstration of working knowledge of and the ability to assist in instructing in the areas of reading, writing, and math, or in "school readiness."

Staff Selection Procedures

The Charter School shall not discriminate on the basis of gender, sex, race, ethnicity, national origin, religion, political beliefs, sexual orientation, disability, immigration status, or residency. When a vacancy occurs, the Principal⁵ shall establish an ad hoc Hiring Committee, which shall:

- Announce openings;
- Recruit applications; request resumes; and
- Interview and select candidates.

B. RETIREMENT BENEFITS

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security—California Education Code Section 47605(b)(5)(K)

Teachers in the Clarksburg Charter School will continue to participate in the State Teachers Retirement System (STRS). Non-certificated staff shall continue to participate in PERS and Social security as applicable to the position. Clarksburg Charter School shall ask RDUSD to forward any required payroll deductions and related data to STRS and PERS as required by Education Code Section 47611.3. RDUSD may charge the Clarksburg Charter School its actual costs for the provision of such services. Friends of Clarksburg Schools shall explore additional opportunities to offer to teachers and staff as alternative retirement programs.

C. EMPLOYEE REPRESENTATION

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. -- California Education Code Section 47605(b)(5)(O)

⁵ The Board shall establish the committee in the case of a Principal vacancy.

The Clarksburg 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 (“EERA”). The charter school recognizes the employees’ rights under the EERA provisions to organize for collective bargaining.

D. RIGHTS OF SCHOOL DISTRICT EMPLOYEES

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

Any permanent certificated school district employee who resigns from their position at any school district to become an employee of Clarksburg Charter School and is reemployed by the school district within 39 months shall be restored disregarding the break in service, as per California Education Code 44931. Section 44931 states:

Whenever any certificated employee of any school district who, at the time of his or her resignation, was classified as permanent, is reemployed within 39 months after his or her last day of paid service, the governing board of the district shall, disregard the break in service, classify him or her as, and restore to him or her all of the rights, benefits and burdens of, a permanent employee, except as otherwise provided in this code. However, time spent in active military service, as defined in Section 44800, subsequent to the last day of paid service shall not count as part of the aforesaid 39 month period.

All employees of the Charter School shall be considered the exclusive employees of the Charter School and not of any school district unless otherwise mutually agreed in writing. Accrued sick leave or vacation leave earned at another school district shall not be transferred to the Charter School.

The rights of a former employee of the District to re-employment shall be determined by the District in accordance with District policy and applicable bargaining agreements. No employee of the District may be required to work at a charter school.

E. HEALTH AND SAFETY

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

In order to provide safety for all students and staff, the Friends of Clarksburg Schools will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to operation. An early draft of these procedures is attached as Appendix H.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees of the Clarksburg Charter School will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the school shall monitor compliance with this policy and report to the Friends of Clarksburg Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by RDUSD.

TB Testing

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

Clarksburg Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. Clarksburg Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Emergency Preparedness

Clarksburg Charter School shall adhere Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The existing emergency preparedness plan for the

Clarksburg Elementary School site shall be used as the basis for updating the handbook for the Charter School.

Blood borne Pathogens

Clarksburg Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

Clarksburg Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

Clarksburg Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. As a conversion school utilizing the former Clarksburg Elementary School site, the School site complies with the Field Act. Further, the School in conjunction with the District agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills monthly.

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School sexual harassment policy, a draft of which is attached as Appendix I.

F. DISPUTE RESOLUTION

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

The School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Clarksburg Charter School and the District, Clarksburg Charter School staff, employees and Board members of Friends of Clarksburg Schools and District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and Principal of Clarksburg Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Principal of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Clarksburg Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

A. STUDENT ADMISSIONS POLICIES AND PROCEDURES

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

Charter schools are schools of choice. The School shall admit all pupils who wish to attend the School up to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Except as provided in Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this State.

The charter school shall be nonsectarian in its admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

The application process is comprised of the following:

- Parent attendance at a school orientation meeting*
- Completion of a student enrollment form
- Parent signature of School Contract*
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

Applications will be accepted during a publicly advertised open enrollment period each Spring⁶ for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the School will hold a public random drawing to determine enrollment for the impacted grade levels, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year.

Preferences in the public random drawing will be given in the following order of priority:

1. For year one only, students who were enrolled in Clarksburg Elementary School the year immediately prior to conversion;
2. Students who reside in the converted Clarksburg Elementary School attendance area;
3. Siblings of currently enrolled students at Clarksburg Charter School (or the former Clarksburg Elementary School for year one);
4. Siblings of currently enrolled students at Delta High School;

* Not a pre-requisite to admission but strongly encouraged as discussed below.

⁶ First year open enrollment period will be determined by the charter granting date.

5. Children of employees;
6. Residents of areas served by the River Delta Unified School District outside of the converted school's attendance area; and
7. Other California residents.

Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year, but as stated above, students who remain on the wait-list who apply for enrollment in the following year will receive a preference in enrollment.

B. SCHOOL ORIENTATION AND PARENT CONTRACT

Interested parents of prospective students are strongly encouraged to visit the school and meet with a staff member to learn more about the Clarksburg Charter School goals and philosophy. A designated staff member will explain the program model to prospective parents, provide a tour of selected classrooms and deliver an overall orientation of expectations. Once a student has been enrolled in the Clarksburg Charter School, a parent and /or guardian will be encouraged to sign a non-binding Parent Contract, which is a voluntary agreement between families, school, and student. The provisions of the Parent Compact are described further below.

1. Work with staff to provide an optimal learning environment at home and school;
2. Contribute a minimum of 30 hours per school year in a volunteer capacity

The intent of the Parent Contract is to create a strong relationship between families of Clarksburg Charter School students and school personnel. Parents of students enrolled in Clarksburg Charter School will be encouraged to consider the benefits of strong parental support to their children's education. Opportunities to meet the commitments of the Parent Contract will be flexible in order to provide for varying parent schedules and needs. Although the fulfillment of the Parent Contract is highly recommended, children whose parents are unable to complete the agreement will not be excluded from the program, nor will School personnel penalize them in any way.

C. NON-DISCRIMINATION

Governing Law: The means by which the school will achieve 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—California Education Code Section 47605 (b)(5)(G)

Clarksburg Charter School shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the River Delta Unified School District.

The Charter School will implement an outreach plan that includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the River Delta Unified School District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the River Delta Unified School District including Spanish language materials.
- Presentations and tables in multiple locations throughout the District in English and Spanish to generate interest throughout the District.

D. ATTENDANCE ALTERNATIVES

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of an local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

E. SUSPENSION AND EXPULSION PROCEDURES

The Procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J)

Attached, as Appendix J, please find the procedures by which pupils can be suspended or expelled.

VII. REPORTING AND ACCOUNTABILITY

A. BUDGETS AND CASH FLOW / FISCAL REPORTS

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. -- Education Code Section 47605(g)

Attached as Appendix K, please find the following documents:

1. A projected first year budget including startup costs⁷
2. Cash flow and financial projections for the first three years of operation

Clarksburg Charter School Charter School shall provide reports to RDUSD in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

B. INSURANCE

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School shall provide evidence of the above insurance coverage to the District.

C. ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the School are to be provided. (Education Code Section 47605(g)).

⁷ The Petitioners have provided two first-year budgets accounting for operation beginning in the 2006-2007 or the possibility of operation beginning in 2007-2008.

The Principal will assume the lead responsibility for administering the School under the policies adopted by the School's Board of Directors. The petitioners anticipate that the Charter School will provide internally or procure through third-party contract most of its own administrative services, including but not limited to financial management, human resources, payroll, and attendance accounting. A copy of any contract for back office services shall be provided to the District prior to opening.

Should the District be interested in offering certain services to Clarksburg Charter School for a fee from the District, the Charter School shall consider the possibility of purchasing some of these or other services from the District. The specific terms and cost for these services will be the subject of an annual memorandum of understanding ("MOU") between the Charter School and the District and subject to District availability.

The School shall not utilize a management company.

D. FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605(G); A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district (Education Code Section 47605(a)(1))

This charter seeks the authorization of the Clarksburg Charter School, a single charter which shall operate at one site within the geographic boundaries of River Delta Unified School District, as authorized pursuant to Education Code Section 47605.

As a conversion charter, Clarksburg Charter School shall utilize the school facility at 52870 Netherlands, Clarksburg, CA 95612.

E. TRANSPORTATION

The Charter School plans to provide contract services, either directly or through an annual agreement with RDUSD. The Charter School has included a placeholder in its budget for some bus driver positions as well as other expenditures costs in its budget. The Charter School is entitled to any transportation funding the RDUSD receives for the transportation of the Charter School students.

F. FOOD SERVICES

The Charter School will contract with an independent contractor, with the District, or may provide its own food services program.

G. INDEPENDENT FISCAL AUDITS

Governing Law: The manner in which an annual, independent financial audit 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—California Education Code Section 47605(b)(5)(I)

An annual independent fiscal audit of the books and records of Clarksburg Charter School will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of Clarksburg Charter School and the operating corporation Friends of Clarksburg Schools will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the RDUSD, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Friends of Clarksburg Schools Board of Directors with recommendations on how to resolve them. The Board will submit a report to RDUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in Section V of this Charter.

The independent fiscal audit of Clarksburg Charter School is public record to be provided to the public upon request.

H. CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the charter school closes—Education Code Section 47605(b)(5)(p)

The following procedures shall apply in the event the School closes. The following procedures apply regardless of the reason for closure.

Closure of the School will be documented by official action of the Board. The action will identify the reason for closure. The Friends of Clarksburg Schools Board will promptly notify the District of the closure and of the effective date of the closure.

The Board will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The School will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure.

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

VIII. IMPACT ON THE DISTRICT

Governing Law: Potential civil liability effects, if any, upon the school and upon the District -- Education Code Section 47605(g).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the Charter School.

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

The corporate bylaws of the Friends of Clarksburg Schools shall provide for indemnification of the school's Board of Directors, officers, agents, and employees, and Clarksburg Charter School will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

The Friends of Clarksburg Schools and the Principal will institute appropriate risk management practices in accordance with the health and safety policies and practices provided herein.

Attached, as Appendix L, please find a letter from Friends of Clarksburg Schools legal counsel to the District addressing civil liability concerns.

IX. CONCLUSION

By approving this charter, River Delta Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently, yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term to begin operation in September 2006 or in the case that the process extends beyond the point where the School cannot open in September 30, 2006, to begin operation in September 2007. Clarksburg Charter School shall be considered approved as of the date of charter approval. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and Education 47607 as applicable.