



Orange County Classical Academy II

**Petition
for a Countywide Benefit Charter**

For the term July 1, 2022 – June 30, 2027

**Presented to the
Orange County Board of Education**

Submitted November 1, 2021

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Semi Park, hereby certify that the information submitted in this petition for a California public countywide benefit charter school named Orange County Classical Academy II (the “Academy” or the “Charter School”) submitted to the Orange County Board of Education (“OCBE” or “County Board”) and the Orange County Department of Education (“OCDE” or “County Office”) (collectively, the “County”) and to be located at several sites throughout Orange County, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Academy will follow any and all federal, state, and local laws and regulations that apply to the Academy, including but not limited to:

- The Academy shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- Orange County Classical Academy, a nonprofit public benefit corporation declares that it shall be deemed the exclusive public school employer of the employees of the Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- The Academy shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- The Academy shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- The Academy shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
- The Academy shall admit all students who wish to attend the Academy unless the Academy receives a greater number of applications than there are spaces for students in which it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2), admission to the Academy shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Academy in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]

- The Academy shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- The Academy 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)]
- The Academy shall ensure that teachers in the Academy 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. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605.6(l) and 47605.4(a)]
- The Academy shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law.
- The Academy shall at all times maintain all necessary and appropriate insurance coverage.
- The Academy 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 Academy without graduating or completing the school year for any reason, the Academy shall notify the superintendent of the County of the student’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Academy within 30 days if the Academy demonstrates that the pupil had been enrolled in the Academy. [Ref. Education Code Section 47605.6(e)(3)]
- The Academy may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Academy. [Ref. Education Code Section 47605.6(n)]
- The Academy shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or

delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. Education Code Section 47605.6(e)(4)(A)]

- The Academy shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment. [Ref. Education Code Section 47605.6(e)(4)(B)]
- The Academy shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. Education Code Section 47605.6(e)(4)(C)]
- The Academy shall post on the Academy's internet website a notice of the requirements of Education Code Section 47605.6(e)(4) and provide a parent or guardian, or pupil if the pupil is 18 years of age or older, a copy of the notice at all of the following times: When a parent, guardian, or pupil enquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. [Ref. Education Code Section 47605.6(e)(4)(D)]
- The Academy shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Academy shall on a regular basis consult with its parents and teachers regarding its education programs. [Ref. Education Code Section 47605.6(d)(2)]
- The Academy shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a) and 47605.1]
- The Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Academy shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Academy shall comply with the California Public Records Act ("CPRA").
- The Academy shall comply with the Family Educational Rights and Privacy Act ("FERPA").

- The Academy shall comply with the Ralph M. Brown Act (the “Brown Act”).
- The Academy shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Academy shall comply with Government Code 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Academy shall comply with the Political Reform Act (the “PRA”).
- The Academy shall comply with the reporting and plan development guidelines regarding the Local Control and Accountability Plan [Ref. Education Code Section 47604.33]

Semi Park
Headmaster
Orange County Classical Academy I
Lead Petitioner

Date

INTRODUCTION

The Academy is seeking approval of its countywide benefit charter petition pursuant to Education Code Section 47605.6 for a five-year term from July 1, 2022 to June 30, 2027. The Academy is requesting that the Orange County Board of Education (“OCBE”) authorize the charter.

The Academy will be authorized as a TK-12 program that operates classical education classroom-based instructional programs, using Hillsdale College’s Barney Charter School Initiative’s curriculum and program guide. It is anticipated that when the Academy begins operation, the Academy’s initial campus will be in Orange and will serve students in grades TK-8. Currently, that campus is being utilized by a highly successful charter school currently operated by Orange County Classical Academy, a California nonprofit public benefit corporation (the “Corporation”), which was authorized by the Orange Unified School District (the “District”), referred to in this petition as “OCCA I.” OCCA I has 420 students enrolled in grades TK-6, with a combined waiting and interest list of almost 1,000 students.

This petition has been submitted to meet the present demand throughout Orange County for the successful classical education program presently operated as OCCA I, and to create expanded opportunities for students across Orange County, broadly, to receive a classical education. OCCA I’s strong academic performance, as indicated in the charts that follow underscore the value of the program the Academy intends to provide to students throughout Orange County. The Academy’s founding leadership team is proud of the positive culture amongst the students, staff members, and families that was built at OCCA I and looks forward to welcoming new students, staff members, and families across Orange County. OCCA I students have demonstrated courageous leadership and have created a respectful culture. They have also shown grit as they have grown both in their intellectual and moral virtues. OCCA I’s teachers and staff members have been dedicated and committed to the success of OCCA I beyond all expectations, and look forward to growing the Academy. Lastly, OCCA I’s families have been extremely supportive of its programs, and are eager for more families throughout Orange County to have access to a high quality tuition-free classical education for their children. OCCA I’s families are always looking to serve their communities in any way they can, and this petition reflects their dedication to increase educational opportunities throughout Orange County through the Academy.

It is anticipated that if the Academy’s petition is approved, all students currently enrolled at OCCA I will choose to enroll at the Academy, and that the Academy will grow to serve as much of the demand as indicated by the wait list for OCCA I as possible. Upon approval of the Academy’s countywide benefit charter petition, OCCA I will prepare to close, as contemplated by Education Code Section 47605, and will cease to operate effective June 30, 2022. On July 1, 2022, the Academy’s proposed charter term will commence, and the Academy will implement the programs identified in this petition.

The Academy will expand over the coming years to operate a classroom-based program in multiple sites, up to a total of 10 school sites. The Academy will be operated by the Board of Directors (the “Board”) of the Corporation. The Corporation, as the operator of OCCA I,

will transition the Orange facility, human capital, assets, resources, and contracts that provided for the success of OCCA I to serve the Academy and to execute the program identified in this charter petition.

The Academy's goal is to develop exceptional citizens who are keepers and defenders of the principles of our freedom, while also instilling intellectual and personal habits and skills upon which responsible, independent and productive lives are built. The Academy's mission is to develop students in mind and character through a classical, content-rich liberal arts and sciences curriculum that emphasizes the principles of scholarship, moral character, and civic virtue.

The Academy believes that learning best occurs when students are provided an educational program that is based on engaging content areas through liberal arts and sciences. The Academy brings this classical education model to the people of Orange County and the neighboring communities.

Several unique innovations characterize the Academy:

- All students in grades four and five will be informally introduced to Latin roots which have been demonstrated to improve reading comprehension and vocabulary and bolster performance in all subjects. Formal study of Latin will begin in grade six.
- Upper level students will study history mainly through primary source documents to foster analytical skills and essential insight into their culture and heritage.
- All students will be trained in study skills such as time management, organization, and note taking that are essential for building stamina for further academic pursuits.
- The program will introduce and seek to instill virtues of character in the lower grades through these pillars of character education: responsibility, respect, courage, courtesy, honesty and citizenship. Instruction in the classical virtues (prudence, justice, temperance, and fortitude) will be introduced in the upper grades as a continuance of the elementary character program and a necessary support of the classical curriculum.

Educational Leadership

Semi Park, currently Headmaster of OCCA I, will serve as Superintendent of the Academy. Ms. Park is a highly experienced charter school teacher and principal who carries a deep passion for classical education. During her seven years of teaching at various charter schools located mostly in inner cities in California, she developed the heart and skills as an administrator to make a bigger impact on school communities. As a lead teacher and a mentor teacher, Ms. Park was highly recommended by her peers and supervisors to spend a year as a principal resident. Throughout her experience as a principal resident, she found deeper joy to serve as an administrator of a school. Immediately after her residency, she was unanimously voted by the staff members and the parents of the school she served as a resident to be hired

as their principal. She served as a principal for four years before she chose to become the founding headmaster of OCCA I.

Ms. Park is a strategic-thinking leader and communicator with an exemplary record of leading teams in the areas of budget development, educational leadership, and team building. Not only has she served thousands of students in general education, but she has brought tremendous improvements to serve her students in special education and low socio-economic status, as well as English learners (“ELs”). She relates to ELs particularly, as she grew up as an EL herself. Further, she has extensive experience in administrative services, human resource management, coaching, and much more.

As a principal, Ms. Park brought strong results at the school she served. Her school’s performance in Smarter Balanced Assessment Consortium improved by 15-20% in both English Language Arts and mathematics. Her school was awarded by the CORE Districts organization, celebrating three years of academic growth. In 2019, her school also received the Los Angeles County Top Public School for low-income Latino Students award. In her Fourth year as a principal, she was nominated and recommended to be a mentor principal to coach new principals.

Educational Partnership

The Academy intends to be affiliated with the prestigious Barney Charter School Initiative (“BCSI”) of Hillsdale College. BCSI is an outreach program of Hillsdale College devoted to the revitalization of public education through the launch and support of classical K-12 charter schools. Through this initiative, Hillsdale College promotes a model of education that is rooted in the liberal arts and sciences, offers a firm grounding in civic virtue, and cultivates moral character.

BCSI began in 2010, and has since assisted in the launch of dozens of schools across the country. BCSI provides significant assistance to school leaders and boards in the form of counsel, training, and best practices.

The Board of Directors

Current Members

The Board of the Corporation which proposes to operate the Academy is comprised of the following five members:

Dr. Jeffrey Barke, Board Chair: Dr. Barke is a primary care physician in private practice in Newport Beach. He is a former 12 year elected school board member for the Los Alamitos Unified School District. Dr. Barke believes in community service and is a volunteer reserve deputy for the Orange County Sheriff’s Department serving as a Tactical Physician for the SWAT team. He is a Major in the Army Reserve Medical Corps.

Jean Judge, Board Treasurer: Jean Judge has two sons, one of whom attends OCCA I. She

received her undergraduate degree from Harvard College in Government; her master's degree from the London School of Economics; and her Juris Doctor degree from Harvard Law School. She clerked on the Ninth Circuit Court of Appeals and has practiced law at firms in the United Kingdom, Washington, and California. She is currently a Pro Se Staff Attorney for the United States Central District of California. She has extensive experience in internal investigations and compliance matters at the federal and state levels.

Dr. Stefan Bean, Board Secretary: Dr. Bean is the Area Superintendent for Aspire in Los Angeles. Dr. Bean has more than 14 years as a Superintendent, associate superintendent, school principal, and 22 years in education. He oversees the performance, management, and operations of 11 schools, while maintaining collaborative relationships with various stakeholders, authorizing entities and growing school leaders. He holds both a master's and Doctorate of Educational Leadership from California State University, Fullerton.

Dr. M. Andrew Moshier: Dr. Moshier is the Dean of the Chapman School of Communication; the Director of Interdisciplinary Initiatives for Chapman, and the Director of Chapman's Center of Excellence in Computation, Algebra, and Topology. He earned his Ph.D. in Computer Science from the University of Michigan. He attended college locally at the California State University, Fullerton, where he earned a Bachelor of Science.

Bishop Gale Oliver: Bishop Oliver was born and raised in Santa Ana. Bishop Oliver has served in the Ministry since May 2000. He has served as an Associate Pastor, Senior Pastor, Bishop, and was ordained as an Apostle in 2019 for the Greater Light Family Church. In addition, he served as CEO of Dream Big & Make it Happen Media Ministries.

Legal Consultants

The Academy has retained Young, Minney & Corr LLP ("YM&C"). YM&C is California's most experienced, knowledgeable and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation – including charter school petitions, renewals and revocations, employment and labor law, non-profit incorporations, board governance, facilities, student issues, and policy development.

Operations, Budget, and Finance

The Academy has retained ICON School Management. ICON is a premier service provider to charter schools in California and will provide a number of services, including budget development, financial and operations training to our team, accounting support, grants administration, and the following back office services: budgeting, financial statements and analysis, cash flows, forecasts, accounting, payroll, accounts payable, board meeting and audit support, state and federal funding and compliance reporting, operational best practices and benchmark development, and other student services.

RATIONALE FOR COUNTYWIDE BENEFIT: REQUIRED FINDINGS

“A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.” Education Code § 47605.6(a)(1).

“A county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605.” Education Code § 47605.6(b).

The fundamental characteristics of a countywide benefit charter school include its ability to operate facilities anywhere throughout the county where the charter school is authorized, and its duty to prefer in the admission process students living anywhere within the county. A school district-authorized charter, on the other hand, is restricted to operating facilities within the district’s jurisdictional boundaries and must prefer that district’s students in the admission process. Thus, the appropriate question for whether a countywide benefit charter should be granted is whether a single school multiple-campus model across district lines is in the interests of students of Orange County, and whether Orange County students would not be served *as well* through the Academy’s intended program if the Academy were required to operate through multiple charters authorized by multiple school districts.

As explained in further detail below, the Academy will offer educational services to several pupil populations that will benefit from its services and that could not be served as well by a charter school that operates in only one or even several discrete school districts.

True to its name, Orange County Classical Academy II, the Academy intends to serve *Orange County* only and does not aspire to operate a “charter management organization” or “CMO” – a professional organization that exists for the express purpose of developing, replicating, and managing individual charter schools, one by one, authorized by various school districts. The Academy’s vision is to be local to Orange County: to operate under local leadership, to be driven in decision-making by the best interests of our region, and to decidedly focus on serving families in Orange County. **The Academy will be a single school, with multiple campuses in Orange County, but nonetheless a single school, not a CMO intended to develop, replicate, and manage individual charter schools.** This is a departure from OCCA I, which is a single charter school limited to operating within the boundaries of the Orange Unified School District, and which must prefer students living within that school district’s jurisdictional boundaries.

There are at least seven distinct reasons supporting the rationale for granting this petition as a countywide benefit charter school. We have listed a summary below, followed by detailed descriptions.

First, the Academy’s waitlist—of almost 1,000 children—spans the entirety of the geographic boundaries of Orange County, as detailed below. The majority of these families would have

a low likelihood of admission to the Academy due to the Education Code's admission preference requirements, were the Academy limited to operating in a single district. Thus, by definition, this large population of families interested in a free, public classical education would not be served as well—indeed, it would hardly be served at all—by the Academy.

Second, operating as a countywide benefit charter will provide flexibility to nimbly and efficiently expand to new campuses across Orange County as quickly as possible to meet current and future demand across Orange County, irrespective of jurisdictional boundaries organized around school districts and their respective charter school objectives.

Third, a classical education that is available free of charge would benefit, in particular, socioeconomically disadvantaged students across Orange County who would not otherwise have access to this curriculum. In its first year of operation, OCCA I has demonstrated astounding results on standardized tests, across all student subgroups. For a host of reasons, a classical curriculum and emphasis translates into better academic performance, regardless of socioeconomic status. If it is authorized as a countywide-benefit charter, the Academy will be able to reach and benefit a far larger portion of this pupil population.

Fourth, operating as a countywide benefit charter school in multiple locations throughout Orange County supports families and the local economy by ensuring that when families relocate within Orange County for better housing or jobs, their child can continue attending the Academy at a campus near where they have moved.

Fifth, the Academy has demonstrably benefited ELs at a much higher rate than the average California public school, including the public schools in the school district in which it currently operates. The Academy would expect its success rate to continue across Orange County at large.

Sixth, all of the above benefits would be cumulatively magnified by a countywide benefit charter, because of the centralized supervisory oversight and expanded facility boundaries for future sites. Operating as a countywide benefit charter would ensure that public funds are spent maximally on students, and avoid needless duplication of expense and effort which occur if the Academy were to operate multiple separate charter schools with charters granted by a multiplicity of chartering authorities.

Finally, **seventh**, the Academy's model is predicated on operating *one* school, as one community of students, parents, teachers, and staff who are united in furthering the mission of the Academy as a whole and working together across campus locations. Operating as separate schools would frustrate building the intended community throughout Orange County and opportunities for collaboration and sharing of resources among the Academy's stakeholders.

1. Countywide Demand for a Classical Charter School

The Academy should not be limited to operating district-authorized charters, because the demand for its curriculum shows that enrollment will be from across Orange County. The

current waiting list for OCCA I—which as of October 12, 2021, was 626 students—includes only 104 students from the Orange Unified School District. Five-hundred-and-twenty-two of the children on the waitlist are from other parts of Orange County.

Given this demand, the Academy is committed to a vision of serving students who reflect the diversity of Orange County and will actively work to enroll students who represent all racial, ethnic and socio-economic backgrounds in Orange County. This cannot occur as a practical matter if the Academy is limited to opening in single districts in a piecemeal basis.

Relatedly, the Academy wants to ensure that all students in Orange County to have equal footing in applying to the Academy, as it continues to be the only tuition-free classical academy offered in Orange County. Under Education Code Section 47605(e), a charter granted by a school district must by law give a preference in admission, if a public random drawing is necessary to determine admission, to students residing in the charter authority's boundaries when the school has more applicants than available capacity. As reflected in the Academy's waitlist, it is virtually certain that the Academy will receive many applications for admission—far beyond what the Academy can accommodate. As a result, a charter approved (or denied) by several different school districts will be comprised mainly by residents of those school districts. On the other hand, a countywide charter must, per Education Code Section 47605.6(e), provide preference in admission to County residents as a whole. Accordingly, as a countywide benefit charter school, the Academy will ensure an equal opportunity of admission to all students of Orange County, maximizing the likelihood of achieving its aspiration of a student population that reflects the diversity of Orange County as a whole.

2. Capacity to Launch “Just-in-Time” Classical Education Campuses at Locations Throughout Orange County

School-age children, and those nearly of school age, should not be made to wait any longer than necessary for schools to come to where they live that are capable of meeting their individual needs and providing them with a quality education. Granting this countywide benefit charter ensures that the Academy will be able to exercise maximum flexibility in opening future campuses in locations where they will provide the greatest benefit to students, and do so nimbly, and just in time to meet student needs, irrespective of a particular school district board's disposition towards new charter schools at any given time. For example, if, in the spring, the Academy identifies one or more suitable sites to operate one or more campuses that would meet existing demand, regardless of the school district where they sit, the Academy could quickly work with the County to obtain (if needed) authorization to operate those campuses, and operate them under the Academy's existing charter.

Without a countywide benefit charter, the Academy would be required to launch a completely new charter school to operate an additional site in the jurisdiction of different school district, and incur all of the extensive time and expenses necessary to launch a new charter school – not to mention, the uncertainty over whether a particular school district will grant a new charter, irrespective of community demand. As a countywide benefit charter, the Academy could locate anywhere in Orange County with the approval and oversight of the County, irrespective of school district jurisdictional boundaries. The Academy, as a single countywide

benefit charter, would be able to leverage its existing resources, capital, and reputation to expand into new locations within Orange County. If the Academy operated as a series of district-authorized charter schools, it could not use its resources to open up new charter schools in other districts because that charter school's funds could not be applied to develop another charter school.

Granting this petition means that the Academy will be able to bring its successful model to more students, faster, in locations where they live. The Academy's initial locations are in Orange and Huntington Beach, and through OCCA I, it attracted applicants from across Orange County. The large applicant pool during OCCA I's first two years of operation is evidence of strong demand throughout Orange County, sufficient to fully enroll multiple campuses.

3. Meeting the Needs of Socioeconomically Disadvantaged Students Throughout Orange County

Classical education is “a long tradition of asking questions and digging up answers, consulting others, then asking, seeking, and finding once more.”¹ It emphasizes the study of grammar, literature, logic, and rhetoric. It rejects the idea that nothing can be known with certainty, but it embraces the diversity of thought and critical thinking necessary to cultivate knowledge and wisdom. It focuses on the seven liberal arts that teach students not what to think, but how to think. The seven liberal arts consist of the “trivium” (grammar, logic or the dialectic, and rhetoric) and the “quadrivium” (geometry, arithmetic, astronomy, and music).

The trivium is the foundation of a classical education. There is a grammar of language (syntax, inflections), a grammar of history (dates, events, anecdotes) a grammar of geography (maps, natural features), a grammar of science (species), a grammar of mathematics (the multiplication table), etc. Once grammar is mastered, students can move on to the dialectic, or logic: the beauty of a well-turned argument. Students are taught to detect faulty reasoning and to pounce upon it. As students' imaginations blossom, they pass into the rhetoric stage: expressing themselves beautifully and persuasively, applying their knowledge, reasoning skills, and creativity.²

Classically-educated students typically perform well on standardized tests, as exemplified by OCCA I's results in its first year of operating:

¹ See Perrin, C. Introduction to Classical Education (2005).

² See Sayers, D. Lost Tools of Learning (1947).

CAASPP Scores Comparison

ENGLISH LANGUAGE ARTS (ELA)

State of California:

GRADE	Did not meet	Nearly Met	Met	Exceeded
3	36%	23%	19%	20%
4	37%	20%	20%	21%
5	33%	20%	25%	21%

Orange County Classical Academy:

GRADE	Did not meet	Nearly Met	Met	Exceeded
3	18%	15%	11%	54%
4	3%	5%	25%	66%
5	12%	16%	32%	38%

Math

State of California:

GRADE	Did not meet	Nearly Met	Met	Exceeded
3	37%	23%	23%	16%
4	35%	29%	21%	14%
5	44%	25%	14%	15%

Orange County Classical Academy:

GRADE	Did not meet	Nearly Met	Met	Exceeded
3	6%	9%	27%	56%
4	0%	6%	37%	55%
5	14%	22%	34%	28%

CAST (Science, 5th Grade)

State of California:

Did not meet	Nearly Met	Met	Exceeded
22%	48%	19%	9%

Orange County Classical Academy:

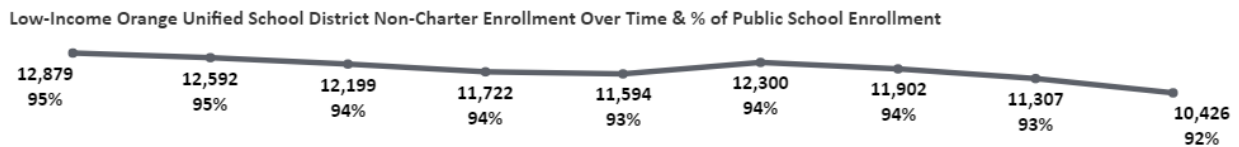
Did not meet	Nearly Met	Met	Exceeded
4%	51%	30%	14%

These scores are not the result of elitist admission policies; indeed, they could not be, given the OCCA I’s status as a charter school. It is because OCCA I’s educational offering, to replicated throughout Orange County by the Academy, leads to superior results.

Notwithstanding this success, from the perspective of a classical school, excellent performance on standardized tests is one of the outcomes of the model, not the ultimate aim. What matters fundamentally is the character, mind, and heart of the students the school educates. Presumably, this is what families care most about, too. Academic excellence is a happy byproduct of this focus.

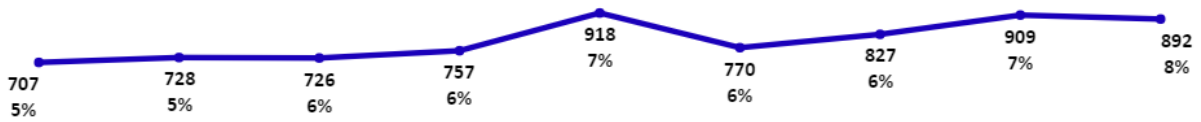
Unfortunately, other than OCCA I, there is not a single tuition-free classical school in Orange County. That means that many Orange County families who appreciate the benefits of a classical education cannot attain it. For example, according to the California Charter Schools Association, in 2021 across the Orange Unified School District--the district in which OCCA I currently operates--31% of students at charter schools (892) and 44% of students at non-charter schools (10,426) were low-income. In 2021 across Orange County as a whole, on the other hand, 43% of students at charter schools (8,672) and 49% of students at non-charter schools (209,715) were low-income:³

Orange Unified School District (2013-2021):



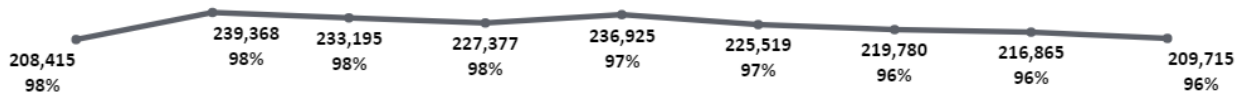
³ See <https://www.ccsasnapshots.org/enrollment>.

Low-Income Orange Unified School District Charter Enrollment Over Time & % of Public School Enrollment

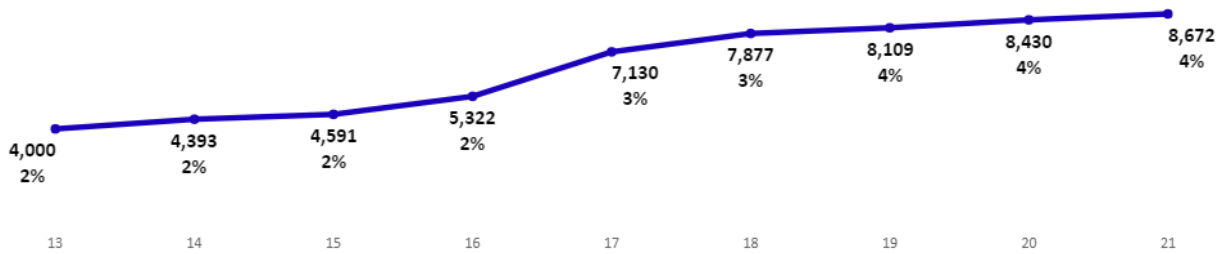


Orange County (2013-2021):

Low-Income Orange Non-Charter Enrollment Over Time & % of Public School Enrollment



Low-Income Orange Charter Enrollment Over Time & % of Public School Enrollment



This data shows us that a significantly higher percentage of charter school students across Orange County as a whole--43% in Orange County versus 31% in a single district--are low income. Thus, a greater percentage of families who seek charter school offerings are low-income across Orange County, as compared to this single district. This means that with a countywide reach, the Academy can admit and enroll more low-income students than it could as a single-district charter school. Furthermore, there has been a sharp increase in the number of low-income families seeking charter school opportunities across Orange County. The figure has more than doubled since 2013, with a far less pronounced increase in the Orange Unified School District.

Unless all low-income families across Orange County are permitted to enter the lottery for the Academy’s educational program on an equal footing, a significant number of Orange County families--likely hundreds--will have no affordable access to a classical education that will elevate their children’s academic performance and that intentionally cultivate virtues like courage, responsibility, respect, courtesy, honesty, and citizenship.

In October 2021, it was reported that for the first time in the 50-year history of the National Assessment of Educational Progress’s long-term trend study, teen test scores dropped nationally in reading and math, and that this drop occurred before the COVID-19 pandemic.⁴ The article cited the Dean of the Rossier School of Education at the University of Southern

⁴ National teen test scores slip for the first time — and it's not due to Covid – POLITICO (<https://www.politico.com/news/2021/10/14/national-teen-test-scores-515996>)

California, who believed that that “the survey results reflect the opportunity gap between low-income Black and Latino students, and their wealthier, white peers,” that “[t]he disadvantaged students’ districts are still too often focused on standardized test prep, which can counterintuitively lead to poor performance,” and that learning needs to be “more compelling and more interesting to kids.” The Academy’s program and its classical education model could not come at a more critical time to meet the needs of socioeconomically disadvantaged students who have not been well-served in public education and stand to benefit from a compelling classical education that is rich in high-interest content.

4. Supporting Families’ Mobility Within Orange County

In Orange County, over 40% of residents rent rather than own their homes, and the median home price in County is nearly \$900,000 – nearly \$200,000 above the average home price in California. As families face economic challenges, particularly in locating affordable housing or buying their first home, or as families need to relocate due to changes in employers, or due to other family circumstances, the Academy recognizes that many families are likely to move throughout Orange County during their children’s school-aged years. This can cause significant disruption to students’ learning and social development as they are required to change to a school closer to where they live.

Authorizing the Academy as a countywide benefit charter will help support families’ mobility within Orange County and protect student learning by ensuring that students can continue to attend the Academy at a campus that is local to their new home after a move, i.e., without enrolling in a new school. Ensuring that students will be able to maintain continuity in their classical education from kindergarten through 12th grade, even as their parents’ circumstances change, will promote Orange County as a place to live that supports families as well as local businesses. The economy of Orange County is well-served when local employers can hire employees throughout Orange County and minimize disruption for students whose parents move to take new jobs.

If the Academy were required to operate as a series of district-authorized charters, its ability to locate in neighborhoods where the Academy’s families need it the most would be dependent on the objectives and priorities of each school district, which may not reflect the interests of families living throughout Orange County, or respond to the economic realities facing families at that time. Even if the Academy were to open a district-authorized charter in a particular community, a student would be required to disenroll from their current charter school and enroll in that new charter school, creating unnecessary disruption and logistical challenges to continuing their classical education.

5. Meeting the Needs of English Learners Throughout Orange County

OCCA I, in its first year of operating in Orange, has shown that its curriculum and methods—which focus intensively on literacy—have had remarkable success in reclassifying English Learners. The curriculum and methods will be replicated by the Academy county-wide.

Orange Unified School District reclassifies approximately 15% of its ELs each year.⁵ OCCA I reclassified 55% percent of its ELs in a single year. Unless all ELs across Orange County can enter the lottery on an equal footing, they will have little-to-no access to a tuition-free, classical education that has shown successful reclassification of a majority of ELs.

6. Efficiencies from Centralized Supervisorial Oversight

Additionally, if the Academy operated multiple local district-authorized charter schools, each charter school would be required to follow each chartering authority's different local policies and requirements, and would likely be subject to individual memoranda of understanding and oversight obligations, which would adversely impact the Academy's ability to operate uniformly and efficiently. Further, this would force the Academy to duplicate numerous administrative tasks (e.g., payroll, budgets, policies, etc.) for each charter school, creating needless inefficiency and wasting resources that would be better directed to students. Each charter school would be required to go through a separate renewal process, and over time, each charter petition would naturally drift in content as each chartering authority imposes different expectations. This kind of inefficient and needless duplication of effort and expense is not in the interests of taxpayers or students. Educational dollars should be spent to the greatest extent possible on students, and not on unnecessary administrative functions and processes which would be required if the Academy were to operate under multiple charters authorized by multiple school districts.

Operating as a single charter school with multiple campuses means having one budget, one funding apportionment calculation, one Local Control and Accountability Plan ("LCAP"), one School Accountability Report Card ("SARC"), one report on the California School Dashboard, one student roster, one California Longitudinal Pupil Achievement Data System ("CALPADS") account, one California Statewide Assignment Accountability System ("CalSAAS") account, and one chartering authority. The Academy believes that the time and money saved by operating as a single charter school is best used by being reinvested in the Academy to serve students.

7. Fostering a "One School" Community

Again, as a countywide benefit charter, the Academy will be one public charter school with multiple campuses, not a series of independent public charter schools. This proposed structure matters for the Academy's school culture, as all Academy students, families, teachers, and staff will truly be a part of one common enterprise and one community. While students, teachers, and staff will regularly attend a particular campus within the Academy, the Academy intends to facilitate collaboration across campuses that would be challenging, impossible, or impractical if each campus were an individually-authorized charter school with its own budget, its own distinct state and federal funds, its own LCAP, its own SARC, and the like. The Academy intends that by operating as one school, students, parents, teachers, and staff will view themselves as contributors not to their own campus alone, but to the

⁵

See https://www.orangeusd.org/uploaded/District/Departments/SpecialPrograms/English_Language_Support/Orange_Unified_School_District_Master_Plan_Final.pdf.

Academy as a single school.

Where stakeholders see the *Academy* as their school, and not merely their campus, we believe they will make contributions that will benefit students throughout the Academy as a whole. For example, students will engage in projects with their peers across campuses, they will contribute to each other's local communities with service projects on behalf of the Academy, they will see themselves as part of something greater and bigger than just where they live. For parents, they will collaborate with other parents in other communities where the Academy has campuses, and take on projects to serve not just the students at their student's campus, but students enrolled in the Academy as a whole; they will leverage their relationships with local businesses and community organizations, not just for their student's campus, but for the Academy as a whole. And for teachers, they too will see the Academy as the school where they teach, and not merely their campus; teachers will learn from each other across campuses, contribute to each other's planning for units and lessons, and make professional contributions as leaders beyond their own campus, to serve the Academy as a whole.

For the reasons articulated above, the Academy has provided a reasonable justification for why it could not be established by petition to a school district pursuant to Education Code Section 47605.

ELEMENT A: EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Education Code § 47605.6(b)(5)(A)(i).

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Education Code § 47605.6(b)(5)(A)(ii).

“If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools.” Education Code § 47605.6(b)(5)(A)(iii).

“If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause.” Education Code § 47605.6(b)(5)(A)(iv).

Mission and Vision

MISSION STATEMENT

To develop students in mind and character through a classical, content-rich liberal arts and sciences curriculum that emphasizes the principles of scholarship, moral character, and civic virtue.

From this mission statement flows six core virtues that underlie the Academy’s entire educational plan, which focuses not on preparation for a professional life but for preparation for a good and happy life:

Core Virtue #1: Students at the Academy will be responsible, leading first and leading by example. They will do what they should, without being told to do so, so that others know they can be counted upon.

Core Virtue #2: Students at the Academy will be respectful, treating themselves and others with courtesy, kindness, deference, dignity, and civility.

Core Virtue #3: Students at the Academy will be courageous, doing the right thing even when it is difficult.

Core Virtue #4: Students at the Academy will be courteous, being thoughtful, helpful, and valuing the thoughts and opinions of others.

Core Virtue #5: Students at the Academy will act with honesty, creating consistency between their words and their actions, telling and living the truth, and being straight-forward and trustworthy in all that they do.

Core Virtue #6: Students at the Academy will demonstrate good citizenship, by being responsible, respectful, courageous, courteous, and trustworthy neighbors and members of the community.

Students We Will Educate

The Academy's target student population includes students of all achievement levels in Orange County. The Academy seeks to recruit a diverse cross section of the community whom the Academy's mission and core values resonate, including academically low achieving students, socioeconomically disadvantaged students, English learners, and disabled students who will significantly benefit from an engaging, content-rich curriculum and the Academy's focus on time-tested virtues and leadership qualities that will enable students meet the many demands and challenges of the 21st century. A classical education designed to educate good citizens is a valuable alternative to the traditional methods of teaching the state standards. Although our main focus is on teaching literacy and math, of great significance are the subjects of: art, music, recitation, rhetoric, Latin, history, and science.

Need for Educational Program and Target Student Population

OCCA I has been enormously successful in its inaugural year, which the Board viewed as a "beta test" for countywide success. The need for the educational program is best demonstrated by the combined waiting and interest list of almost 1,000 children.

The reason for the strong demand for the Academy's educational offering is straightforward: there are no other tuition-free, classical education schools in Orange County. As explained herein, that is one reason why it is crucial that the Academy be granted countywide-benefit status. The Academy is unique in that it will provide students a full and complete education that will challenge them to excel both in learning and in character. This classical educational program will succeed through the Academy's high standards and curriculum, supported by a well-regulated campus. The goal of the Academy is to graduate students who are highly literate, prepared to continue academic achievement, and ready to become responsible members of their community. The curriculum has been carefully selected to facilitate those goals.

The Academy will collaborate with BCSI in the design and execution of the educational program. BCSI has collaborated with more than two dozen other classical schools on this

same task and has developed a curriculum that has shown success across a wide variety of student backgrounds. Their curriculum is characterized by a strong emphasis on language, content-richness in all subjects, a strong core curriculum, and a focus upon the historical, literary, and scientific traditions of the United States and of Western civilization at large.

The Academy is committed to recruiting and enrolling ELs and socioeconomically disadvantaged students, and intends to employ recruitment strategies designed to increase the percentage of student subgroups to mirror that of Orange County as described in Element H, below.

Grade Levels and Number of Students the Academy Will Serve

The Academy seeks authorization as a TK-12 charter school that operates a classroom-based program at multiple sites. The Academy will likely begin operating under this charter with grades TK-8 but intends to expand to include additional grades as student demand and facilities allow. The Academy expects to expand one grade level each year at its initial site to grow to grades TK-12 on one campus by the end of the first charter term. Additionally, the Academy plans to add additional sites as demand grows, up to a total of 10 school sites. The below charts demonstrate the projected enrollment between July 1, 2022, and June 30, 2027 (although these figures are approximate, projected, and subject to change):

Site One (Located in Orange, California):

	2022-23	2023-24	2024-25	2025-26	2026-27
TK	24	24	24	24	24
K	60	60	60	60	60
1	60	60	60	60	60
2	60	60	60	60	60
3	60	60	60	60	60
4	60	60	60	60	60
5	60	60	60	60	60
6	60	60	60	60	60
7	60	60	60	60	60
8	60	60	60	60	60
9		60	60	60	60
10			60	60	60
11				60	60
12					60

Site Two (Location To Be Determined):

	2022-23	2023-24	2024-25	2025-26	2026-27
TK		24	24	24	24
K		60	60	60	60
1		60	60	60	60
2		60	60	60	60

3		60	60	60	60
4		60	60	60	60
5		60	60	60	60
6		60	60	60	60
7			60	60	60
8			60	60	60
9				60	60
10					60

Site Three (Location To Be Determined):

	2022-23	2023-24	2024-25	2025-26	2026-27
TK				24	24
K				60	60
1				60	60
2				60	60
3				60	60
4				60	60
5				60	60
6				60	60
7					60
8					60
9					

The following chart depicts projected total enrollment across the school sites:

	2022-23	2023-24	2024-25	2025-26	2026-27
TK	24	48	48	72	72
K	60	120	120	180	180
1	60	120	120	180	180
2	60	120	120	180	180
3	60	120	120	180	180
4	60	120	120	180	180
5	60	120	120	180	180
6	60	120	120	180	180
7	60	60	120	120	180
8	60	60	120	120	180
9		60	60	120	120
10			60	60	120
11				60	60
12					60
Total:	564	1,068	1,248	1,812	2,052

Attendance

The Academy will meet or exceed the minimum required instructional days. Students will receive instructional minutes that equal or exceed the minimum number required for charter public schools for each grade span pursuant to Education Code Section 47612.5(a)(1), i.e., 36,000 minutes in kindergarten, 50,400 minutes in grades 1-3, 54,000 minutes in grades 4-8, and 64,800 minutes in grades 9-12.

Below is the 2021-2022 academic calendar for OCCA I, which will serve as the template for the Academy's academic calendar in 2022-23 and going forward. As indicated, the Academy intends to operate 175 school days in compliance with 5 CCR Section 11960(b).



Orange County Classical Academy | 2021-2022 School Calendar

* Our calendar is subject to change.

July 2021						
S	M	T	W	Th	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July
 5: Independence Day

Instructional Days: 0

January 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January
 3-7: Winter Break
 10: PD Day - No School
 17: MLK Day

Instructional Days: 14

August 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August
 2-17: PD Days- No School
 18: First Day of School

Instructional Days: 10

February 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

February
 18: PD Day- No School
 21: Presidents Day

Instructional Days: 18

September 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

September
 6: Labor Day
 16,17: PD Days- No School
 30: Back To School Night

Instructional Days: 19

March 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March
 18: PD Day- No School
 21-25: Parent Conf. Min Days
 3/28-4/1 Spring Break

Instructional Days: 18

October 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October
 18-22: Parent Conf. Min Days

Instructional Days: 21

April 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April
 4: PD Day - No School
 14: Open House

Instructional Days: 19

November 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

November
 11: Veteran's Day
 12: PD Day- No School
 22-26: Thanksgiving Break
 22: PD Day- No School

Instructional Days: 15

May 2022						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May
 30: Memorial Day

Instructional Days: 21

December 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December
 20-31: Winter Break

Instructional Days: 13

June 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June
 6-9: Last Week Min Days
 9: Last Day of School
 10: PD Day - No School

Instructional Days: 7

Total Instructional Days: 175

Minimum Days | Student Led Conferences
 Minimum Days | First and Last Day of School | Back to School and Open House

Teacher work and Planning days
 Holidays and Breaks

First Day of School: August 18, 2021
 Last Day of School: June 9, 2022

Below is the bell schedule for OCCA I, which serves as the sample bell schedule for the Academy in the 2022-23 school year:



2021-2022 OCCA Recess and Lunch Schedule

School Start Time: 8:30am

MORNING RECESS

9:15 – 9:30	TK/K Recess Small Yard
9:30 – 9:45	1st Grade Recess Small Yard
9:45-10:00	2nd Grade Recess Big Yard
10:00-10:15	3rd Grade Recess Big Yard
10:15- 10:30	4th Grade Recess Big Yard
10:30- 10:45	5th Grade Recess Big Yard
10:45- 11:00	6th Grade Recess Big Yard

TK-K LUNCH & LUNCH RECESS

11:30 - 11:50 (20 min)	TK – K grade eat
11:50 – 12:15 (25 min)	TK – K grade play

1-2 LUNCH & LUNCH RECESS

11:55 – 12:15 (20 min)	1st – 2nd grade eat
12:15 – 12:40 (25 min)	1st – 2nd grade play

3-4 LUNCH & LUNCH RECESS

12:20 – 12:40 (20 min)	3rd – 4th grade eat
12:40 - 1:05 (25 min)	3rd – 4th grade play

5-6 LUNCH & LUNCH RECESS

12:45 – 1:05 (20 min)	5th – 6th grade eat
1:05 - 1:30 (25 min)	5th – 6th grade play

School End Time (Regular Day): 3pm
 School End Time (Minimum Day): 1pm

An “Educated Person” in the 21st Century

The Founders of the United States of America built our free republic on certain fundamental principles. In 1776, George Mason wrote in the Virginia Declaration of Rights, “No free government, nor the blessings of liberty, can be preserved to any people, but by a frequent recurrence to fundamental principles.” By fundamental principles, Mason referred to the certain understandings about nature, rights, and government that were later expressed in the Declaration of Independence and are fundamental to the United States Constitution. We agree with George Mason and the other founders of our country that the maintenance and prosperity of our free republic depends upon the capacity of the American people to remain faithful to those founding principles.

Among those founding principles is self-government. The American founders understood self-government in the twofold sense of political self-government, in which we govern ourselves as a political community, and personal self-government, according to which each individual is responsible for governing himself. They believed the success of political self-government required a flourishing of personal self-government and that both are essential to preserving the American way of life. Self-government requires character and good habits, but essential elements of self-government are academic in nature, and these rely in large part on education. Benjamin Rush, a signer of the Declaration of Independence, said the only method of rendering a republican form of government durable “is by disseminating the seeds of virtue and knowledge through every part of the state by means of proper education.” The Founders understood that education, an education that provides citizens with the knowledge and character necessary for self-government, is essential to the maintenance and prosperity of the American Republic. For that reason, they and leaders throughout our history firmly supported education. They also had strong opinions about what that education should consist of.

Thomas Jefferson’s 1779 Bill for the More General Diffusion of Knowledge states that the object of education in primary schools is, “to instruct citizens in their rights, interests and duties, as men and citizens.” This was necessary to make the people the guardians of their liberty. According to Jefferson, in grammar school students should be taught Latin, English grammar, reading, writing, arithmetic, the elements of mensuration, and the outlines of geography and history. Furthermore, the books for instructing children to read shall at the same time make them acquainted with Greek, Roman, English, and American history. Jefferson wrote, “by apprizing them of the past we will enable them to judge the future.”

The Academy’s educational philosophy and curricular approach were selected to provide the caliber of education Jefferson envisioned. The Academy’s classical curriculum—borrowing from the Core Knowledge sequence, supplemented by the Riggs Program and Singapore Math, offering Latin, and providing a strong emphasis on civics and classical virtues—will provide students with a robust education that challenges them to excel both in learning and in character.

At the Academy, students will learn language and literature, history, geography, government, math, the sciences, music, and the visual arts in a coherent and orderly program that runs

from the rudiments of basic literacy and math skills to higher orders of thought and expression. Students will be taught an organized sequence of skills and core knowledge through sound, time-proven methods. They will read classic works of literature, study the fine arts, and learn first-hand accounts of history through the study of primary-source documents, including the Declaration of Independence and the Constitution. They will be introduced to the likes of Scylla and Charybdis as a lesson in difficult choices and of Sisyphus as a lesson in futility. Students will also receive rigorous training in the fundamentals and theories of math and science, including the scientific method and will benefit from Socratic instructional techniques and training in study skills that further foster learning and character development. Through the Socratic method, students will learn to ask important questions, setting them on the path to understanding themselves and their world, and encouraging them to act ethically and responsibly.

Upon graduation, we want all of our students to read well, enjoy it, and understand its importance throughout their lives. Reading is at the very heart of our curriculum. They'll read the classics for pure enjoyment and for the lessons they'll learn there. They'll find out about "The Emperor's New Clothes," laugh with "The Bremen Town Musicians," and sail with Odysseus in the Iliad and Odyssey. The core curriculum choices will ensure they'll know about world geography. They'll know where the Straits of Gibraltar are and the Bosphorus and Dardanelles and why they're important. They'll explore events in history from the cradle of civilization in the Euphrates valley to the European, African, and Eastern development over the centuries. They'll know the tragic history of wars in Europe and our involvement in them. They'll learn why Columbus said he sailed here and the conquest and settlement of the American Continent including the "little settlement" at Plymouth Massachusetts. Prominent will be the explanation of what is and isn't meant by the term "American Exceptionalism." They'll learn of the "Shot Heard 'Round the World" at Lexington Green and what prompted that event. They'll learn about the "Great Wars" of the 20th century and what the "Iron Curtain" was and the "Berlin Airlift"—including its infamous "Berlin Candy Bomber." In high school they'll confront the dilemma of using "the bomb" to end WWII in Japan. The fundamentals of economics will be part of the curriculum and will introduce students to the differences in controlled and free-market economies. They'll learn about "The Invisible Hand" and understand what Milton Friedman meant by saying, "there's no such thing as a free lunch." We believe this curriculum gives both the guidance and flexibility to teachers to optimize learning and exceed state standards.

Finally, we agree with Aristotle that one becomes good only by observing and practicing right behavior. The Academy will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected. Students will be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, the Academy will define a standard of behavior using Six Pillars of Character (responsibility, respect, courage, courtesy, honesty, and citizenship) as complements to the four classical virtues (temperance, fortitude, justice, and prudence). Emphasis upon these standards of excellence will help students learn and develop virtuous behavior alongside patterns of thought and conduct based on high moral standards.

The Academy's robust academic program and training in the virtues will be supported by a

well-regulated campus that fosters positive relationships between students, parents, and teachers. Teachers and volunteers will receive training before implementing curriculum or assisting in the classroom. Teaching methods will be modified and differentiated as appropriate to meet student needs. The success of every student will depend upon his or her consistent effort and perseverance. Each will receive the support of every staff member whose focus is academic achievement and a commitment to educational excellence.

The Founders of our country believed the purpose of education is to prepare students to become good people and good citizens. In alignment with that vision, the Academy will provide students with a content-rich education in the classical tradition and a clear understanding of actions and their consequences that will prepare them to become excellent, highly literate individuals and active, responsible members of their community prepared to articulate and uphold our Nation’s founding principles.

How Learning Best Occurs

Framework for Instructional Design

The Academy’s framework for instructional design is tried and true. It starts with the basic assumption that all human beings think. We reason, we ask questions, we want to know what is around us and how it works--and also what we are. Children exhibit this natural curiosity as soon as they can move and speak. Classical education “feeds and directs and strengthens children’s mental capacities in the same way that sports exercise their physical abilities.”⁶ It accomplishes this by emphasizing literacy and literature constantly and continually, and by adhering to the three stages of the trivium:

Rhetoric: How to articulate what you know and speak persuasively

Logic: How to reason and detect good and bad arguments

Grammar: The building blocks of subjects like language, history, geography, etc.

A classical education does not aim to produce trivia champions. It provides an education in knowledge and in virtue. It upholds a standard of excellence, both in academics and also in character. It seeks to instill in students a longing for and love of the good, the beautiful, and the true.

Learning Setting

The basic learning environment will primarily be classroom-based. Daily homework will constitute the majority of independent study for the students. Class sizes will be kept

⁶ O. Moore, T. “A Classical Education for Modern Times” (2016).

reasonably small to ensure the teacher-to-student ratio is most effective. For the first year of the charter term, inclusive of classroom teachers, elective teachers, and special education teachers, the student:teacher ratio is expected to be approximately 22:1. The mission statement of the Academy is to develop students in mind and character through a classical, content-rich liberal arts and sciences curriculum that emphasizes the principles of studentship, moral character, and civic virtue. The goal is to develop within its students the intellectual and personal habits, virtues, and skills upon which responsible, independent, and flourishing lives are built, in the firm belief that such lives are the basis of a free and just society. Through its content-rich curriculum with a strong emphasis in civics, the Academy provides a traditional education with a constant view towards developing exceptional American citizens.

Curriculum

In the earliest grades, the curriculum focuses primarily on language, with the bulk of the school day given to teaching literacy and numeracy. Both subjects are foundational to a student's education, so the resources and methods deployed in each case must be consistent and excellent. We will therefore use the Riggs Institute's *The Writing & Spelling Road to Reading & Thinking* with modifications from Access Literacy, to teach literacy and related skills, and the Singapore Math Program to teach numeracy.

The Riggs Institute's *The Writing & Spelling Road to Reading & Thinking* is a multi-sensory, brain-based approach for teaching phonics, spelling, reading, handwriting, and grammar. The Riggs program is closely related to the Orton-Gillingham and Spalding Methods, and practitioners of these will quickly recognize the basics of the Riggs program. The Riggs program teaches the 71 letter-sound (phonogram) combinations used in the English language, beginning with the easiest sight-to-sound correspondences, and working towards those that are most complex. Syllabication is critical to a proper understanding of letter-sound relationships, so the Riggs program teaches syllabication from the beginning of kindergarten. Alongside learning phonograms and implementing these into a potent spelling and vocabulary regimen, students using the Riggs program will learn handwriting, including cursive handwriting. As students grasp the basics of English literacy, the program lays a foundation in basic grammar and composition. Access Literacy, provides training and various support materials that go beyond the basic Riggs program, and the Academy expects to employ this training and related materials as authoritative in its overall literacy program.

The Singapore Math Program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill building and problem solving such that students have a better understanding of not simply when to use a particular equation—but why. Moving students on to higher levels of skills before they're ready is rarely beneficial, so the program will be employed at each student's present ability level. Ability-level groups will be determined at the beginning of the Academy's first school year, and adjustments will be made on an as-needed basis in order to best equip each student with the language of numeracy.

The central position of language in the curriculum continues throughout the elementary and middle school grades. In grades 4 and 5, students will learn Latin and Greek roots of English words. In 6th grade, students begin learning formal Latin, and will continue with Latin through 9th grade. Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension.

As students mature in their facility with language, the curriculum directs their time and intellectual energy into more content-based (as opposed to skill-based) aspects of the curriculum. The basis of these subjects from Kindergarten through 8th grade is the Core Knowledge Sequence, made available through the Core Knowledge Foundation. This sequence was developed to provide comprehensive order to K-8 education, with the intention of training students in the art, literature, science, history, math, and language that form their cultural and intellectual inheritance. The Core Knowledge Sequence was first published in 1988 and has been successfully employed and tested in hundreds of schools throughout the United States.

The Core Knowledge Sequence is based upon E.D. Hirsch's idea of cultural literacy, which makes it the ideal curriculum for a classical school. The Core Knowledge Sequence provides a grade-by-grade sequence of specific topics to be taught in grades K-8. It will provide the basic curricular framework for history, geography, literature, visual arts, music, and science at the Academy. With cultural literacy as the guiding principle, the Core Knowledge sequence leads students through a comprehensive and grade-level-appropriate view of science, literature, art, music, and history. Topics which are especially important for cultural literacy are repeated in a spiraling fashion—so that younger students build a firm but broad foundation in these topics while older students are able to achieve depth. The sequence provides a necessary order across grades and between schools and families, such that teachers can base their lessons upon what students have learned and will learn, and parents can anticipate what their students will learn in each grade. The Core Knowledge Foundation provides resources to support some, but not the entirety, of the sequence, so teachers are supported but encouraged to reach beyond the immediate resources and take ownership of their own lessons. The BCSI has found this arrangement valuable in striking a balance between teacher support and teacher freedom. Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences are no less important than the humanistic disciplines and will not play a secondary role at the Academy. The Core Knowledge science program focuses on thematically linked science topics and biographies of great scientists. The order of the Core Knowledge program allows for regular repetition of the most important topics, such that students are well-versed in the fundamentals by the time they reach high school. The science program is supported by Pearson's Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers. A complete overview of the Barney Charter School Initiative K-12 science curriculum along with reference texts is included in Attachment F. High school students will be offered at least four full years of science classes, and will be expected to complete four years of science to meet graduation requirements.

In high school, the Academy will follow the BCSI course sequence and its graduation

requirements shall meet University of California A-G (“UC A-G”) requirements as indicated in the chart below. This includes four and a half years of history; four years of literature, math, and science; three years of foreign language; and a semester each of government, economics, and moral philosophy. In history, students begin with Western Civilization I & II in 9th and 10th grade, learn American History from 1600-1900 in 11th grade, and finish with a year of Modern European History (1789-2000) and a semester of 20th Century American History in 12th grade. In literature, students read great works, usually in their entirety, with an emphasis on ancient literature in 9th grade, British literature in 10th grade, American literature in 11th grade, and modern literature in 12th grade. The required track for science is Biology and Chemistry, then options such as Physics, Earth Science, Astronomy, or a more advanced course in Biology or Chemistry in the other two years. In math, students will complete courses at least through Geometry and Algebra II, and be able to take additional courses such as Trigonometry and Pre-Calculus to complete the four-year math requirement. In foreign language, students will be expected to take at least one year of Latin and two additional years of a foreign language—either Latin or a modern foreign language. The Academy shall offer electives in visual arts and college preparation that meet UC A-G requirements, as identified in the graduation requirements chart below.

Teaching Methods

Although the Academy will have state standards-aligned textbooks, the Academy uses classical and historical texts as its primary means of teaching the state standards. These classics and historical documents are used not only in History, but also in English class and other classes as appropriate. This enables the Academy to instill a great appreciation for our nation’s heritage while still meeting all state standards. As used throughout, the term “State Standards” is intended to refer to the California State Standards, including but not limited to, the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, remaining State Content Standards, and English Language Development (“ELD”) Standards.

Learning best occurs through a classical education under the guidance of both California credentialed teachers and mentors that is:

- Language intensive. It demands that students use and understand words, not just video images, and study at least one foreign language.
- History intensive. It gives a comprehensive view of human endeavor from beginning until now.
- Self-discipline focused. A teacher’s job is to teach and inspire. A student’s job is to learn and apply.
- Outcomes based. Produces literate, curious, intelligent students with a wide range of interests and abilities.

The greatest leaders throughout history have used a simple curriculum. They read the classics, discussed them with teachers and applied the lessons learned to real life.

Modeling

Long before leaders are leading, they have practiced in order to be prepared. A key part of a Classical Education is modeling real-life situations. Students have the opportunity of modeling, for example, moot courts, mock parliament, parliamentary procedure, historical events, business predicaments, current events, and governmental concerns where students can be guided in a safe environment to prepare for real-life scenarios.

Application

After practicing through modeling, students have real-life opportunities to apply the principles learned and practiced in internships, community service, vocational programs, employment, travel, and becoming mentors for others.

Lecture

Though over-used, lecture has value if done well with question and answer at the close and students learn note-taking skills. Guest “experts” will regularly be asked to lecture, once the Academy expands into high school.

Socratic Discussion

Consists of a group of students at the high school level and a facilitator that have all read a particular book and come together to discuss, address one another and answer questions about that book. Sample questions might include:

- What was the author’s meaning?
- Did the author make allusions? If so, explain.
- What was the structure of the story and why?
- Was there imagery and what did it accomplish?
- Why did the characters act the way they did?
- Can you compare this book with other books that you have read?
- What is the main message of the book?
- List key ideas and analyze these ideas.
- What are key lessons learned?

Written Examination

Just as sustained and serious reading is at the center of self-education so is sustained and intensive daily writing critical for students to be able to communicate effectively. Daily essay writing and essay exams test not only the knowledge a student has acquired but the ability to organize and communicate that knowledge and apply it.

Oral Examination

Both regular oral presentations and oral exams are vital in preparing students for public

performance, thinking on their feet and verbal argument. Excellence in oral persuasion is a key element in being able to advance important causes and inspire greatness in others.

Technology

All full-time teachers at the Academy will be given access to laptops with a shared Google Drive between staff (Staff Drive) and the administrative team (Admin Drive). All students from grade 3 upward will be given access to laptops that meet state assessment requirements. The Academy will teach typing skills to students in grades 2 and above and will use laptops to prepare students for state assessments, including the formal Interim Assessments (through the California Assessment of Student Performance and Progress (“CAASPP”) website) which prepare students for the Summative CAASPP tests. All of the Interim and Summative Assessments (CAASPP) are conducted on laptops in a digital format. Typing instruction and practice is also provide on laptops. Through coursework, students will develop digital literacy competencies to meet the demands of the 21st century, consistent with the International Society for Technology in Education (“ISTE”) standards as adopted by the State, CCSS standards related to technology, and any other applicable technology standards. Teachers will receive professional development in applicable technology standards.

Technology will support students’ classical education by enabling students to conduct research that deepens their knowledge and understanding, access a nearly unlimited library of historical texts and literature from around the world, and help students collaborate and share ideas with their peers. Technology use will also be used as an intervention and enrichment tool meet the individual needs of students who may benefit from applications that support the development of literacy and math skills,

All special education students will receive adaptive technology as necessary, consistent with their individual needs as identified in their individual student based on their IEP. The IEP process will address the extent that special education students may need adaptive technology to access the curriculum and a free appropriate public education (“FAPE”).

Professional Development Plan

The Academy encourages professional improvement by making available to its staff continuing educational opportunities with a variety of organizations. The Academy’s Superintendent, Headmaster(s), and other administrators, as appropriate, may attend workshops, conferences, presentations or trainings of BCSI, California Charter Schools Association, the Charter Schools Development Center, its Special Education Local Plan Area (the “SELPA”), and any other appropriate association or government entity in order to ensure that Academy leadership has a solid working knowledge of all aspects of managing and operating a charter school.

Teachers shall participate in a wide range of professional development workshops designed to advance their skills and practices in their roles as teachers and mentors at the Academy. Examples of the types of professional development opportunities provided to teachers include, but not are not limited to:

- Hillsdale College, Thomas Aquinas College, St. John's College, The Freedoms Foundation of Valley Forge
- Special education
- Student discipline
- RTI and EL Support
- Curriculum development and assessment
- Use of technology in instruction
- Training in Great Books by a Great Books professional or designee
- Training in Core Knowledge by a Core Knowledge professional or designee
- Training by Access Literacy, LLC in literacy instruction
- Training in Singapore Math
- Training specific to the professional development of departmentalized teachers for upper grade levels, e.g., training in Advanced Placement ("AP") test subjects
- Training specific to college prep and college admission

Annually, the Academy will identify objectives for professional development of administration and instructional staff and develop a professional development calendar to ensure that professional development opportunities are scheduled at regular intervals. Participation in professional development activities will be tracked, including through sign-sheets and logs. Participants will be encouraged to share what they have learned at staff and faculty meetings. The Academy will promote continuous professional development and the sharing of best practices on campus through common planning, peer observations, and a professional culture that welcomes constructive feedback and the sharing of ideas.

Serving Special Populations

The Academy will assume full responsibility for appropriate accommodations to address the needs of any student and is responsible for providing special education, instruction and related services to the students enrolled in the Academy regardless of students' district of residence.

English Learners

The Academy will comply with federal, state, and district requirements for ELs, including long-term ELs or ELs at risk of becoming long term ELs, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Academy will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The Academy will meet all requirements of federal and state law relative to equal access to the curriculum for EL students.

Identification: The Academy will administer the Home Language Survey upon a student's enrollment. All students who indicate that their home language is other than English will be

tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards. All students with a home language other than English, are tested using ELPAC within 30 days or 60 days before the start of the school year, and annually each year afterward

The ELPAC consists of two separate assessments: First, the ELPAC Initial Assessment (“IA”) is used to identify students as either an ELL, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK–12 whose primary language is not English to determine their English proficiency status. Second, ELs will take the Summative Assessment (“SA”) SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—TK/K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In transitional kindergarten, kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for transitional kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an EL by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled ELs shall be assessed by administering the test during the annual assessment window.

Parent Notification and Involvement: The Academy will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual

English proficiency testing. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

Supports: The Academy runs a full-inclusion program for our EL students and provides them with designated and integrated English Language Development (“ELD”) instruction as described below. EL students are not placed in sheltered or bilingual instruction classes at the Academy. From the first day of school, EL students are immersed in English, with the language support they need to learn the language. Additionally, this support enables them to develop the grammatical framework and vocabulary needed to become proficient readers and writers. Instruction shall be designed to meet the needs of EL students and include various scaffolds, including visuals, vocabulary charts, graphic organizers, repetitions, among other strategies. In its first year, the Academy intends to employ five teachers who possess the English Learner Authorization and Crosscultural, Language, and Academic Development certificate (“CLAD”). CLAD teachers will provide designated ELD in one-on-one or small group settings during the Study Hall block which will occur every day for approximately 30 minutes. Students in designated ELD will be provided with targeted skills related to language acquisition.

There are two ELD programs that will be provided at the Academy: Structured English Immersion (“SEI”) and English Language Mainstream (“ELM”). SEI classrooms are designed for students with less than “reasonable fluency.” An English language mainstream classroom is designed for students with “reasonable fluency” or a “good working knowledge of English.”

The Academy shall determine what ELPAC scores indicate “reasonable fluency” and “less than reasonable fluency.”

After determining to what extent the student is limited English proficient and, which program and services the student will receive, the Academy reviews which interventions have been used previously with the student and determines whether any of the interventions will continue to be utilized.

Consistent with the student’s grade level and English language proficiency levels, the Academy shall ensure each student is receiving an intensive and targeted intervention program for English language acquisition. Interventions may include:

- Utilization of directed, structured, and researched-based instruction;
- Structured, targeted, and content-rich standards-based instruction integrating the Theory of Multiple Intelligences which centers on students’ learning strengths; and
- Student Success Team (“SST”) process to analyze current interventions being utilized within the classroom, put in place new interventions, and monitor all interventions to determine effectiveness.

Students who the Academy determines have less than reasonable fluency will be placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the student’s primary language. Students are taught ELD and other core subjects by authorized teachers using textbooks and supplementary materials approved by the Academy’s

Board. Instruction is based on ELD and grade-level content standards.

Students who the Academy determines have reasonable fluency in English will be placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using textbooks and supplementary materials approved by the Academy's Board. Instruction is based on ELD and grade-level content standards. Students will receive additional instruction needed to assist them to be reclassified as fluent English proficient.

All teachers of EL students will receive professional development in order to better understand the instructional steps and approaches necessary for English Language acquisition. All Academy EL teachers will have a CLAD authorization.

EL students will be monitored by homeroom teachers using the same process as other students. Our goal is to help EL students move rapidly through the levels of English Language proficiency and ultimately be reclassified as Fluent English Proficient ("RFEP"). Research shows that once a child achieves the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work.

An EL student shall be transferred from a SEI classroom to an ELM classroom when the Academy determines the student has acquired a reasonable level of English proficiency. However, a parent or guardian may have his or her student moved into an ELM classroom at any time.

Ongoing Assessment: EL students receive 30 minutes per day of designated language acquisition instruction in English. They receive 1:1 or very small group instruction during these times with the classroom teacher. The teacher prepares activities and assignments that support the EL with speaking, listening, reading, and writing. For all other subjects, the teacher provides necessary supports to participate in and complete assignments, activities, quizzes, tests, and projects for the EL. Furthermore, RFEP students receive support for 4 years after they are reclassified. If teachers notice that these reclassified students are not progressing due to language acquisition, they are given support during study hall.

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

Monitoring and Evaluation of Program Effectiveness

The Academy evaluates the effectiveness of its education program for ELs by:

- Adhering to Academy-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Students with Disabilities

General Assurances: The Academy recognizes its responsibility to enroll and support students with disabilities. It pledges to work in cooperation with the County and its Special Education Local Plan Area ("SELPA") to ensure that a free and appropriate education is provided to all students with exceptional needs. The Academy will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to IDEA, Section 504, ADA, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). In short, the Academy will comply with applicable guidelines and all California laws pertaining to special education students.

The following is intended to provide a reasonably comprehensive description of the special education program in this petition. The language is not meant to preclude alternative arrangements.

SELPA Affiliation: The Academy shall be its own local educational agency ("LEA") and shall apply directly for membership in a SELPA in conformity with Education Code Section 47641(a). The Academy intends to apply to become a member of El Dorado County Charter SELPA, consistent with OCCA I's membership in the same, but will consider other SELPAs as appropriate under the circumstances. (Appendix A.) The El Dorado County Charter SELPA serves charter schools throughout California, and the Academy is thus eligible for membership. The Academy affirms that it shall notify the SELPA director of its intent to participate in the SELPA prior to February 1 of the preceding school year.

In the event the Academy seeks membership in a different state-approved SELPA, the Academy shall provide notice to the County Office, the SELPA, and the California Department of Education ("CDE") before June 30th of the year before services are to

commence.

Upon acceptance in a SELPA, the Academy shall provide the County evidence of membership. The Academy's application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Academy shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

In the event that the Academy does not gain membership in a SELPA for its first year of operation, it shall by default be categorized as a "school of the county" for special education purposes pursuant to Education Code Section 47641(b), and shall seek membership in a SELPA to commence in year two of operation. For year one of operation, the Academy shall then enter into an MOU with the County related to the delineation of duties between the County and the Academy. Under this scenario, the Academy anticipates the MOU shall include the following arrangements, whereby the County shall forward all state and federal special education revenues generated by Academy's enrollment to the Academy and the Academy shall provide all necessary special education instruction and related services in the same manner as special education services are provided in any other school in the County. The Academy shall use the LCFF to make up any shortfalls from the special education revenues received. The Academy is ready to discuss this arrangement, or a mutually agreed upon reasonable alternative, in our discussions with the County to develop the MOU.

To the extent legally applicable, the Academy understands that it is fiscally responsible for its fair share of any encroachment on general funds.

The Academy 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 use appropriate SELPA forms.

The Academy may seek related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Academy may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Academy shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Academy shall be accessible for all students with disabilities. All instruction will occur in a safe environment.

Section 504 of the Rehabilitation Act: The Academy will 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 Academy. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Superintendent or Headmaster(s) and shall include parents or guardians, 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 IDEA but found ineligible for special education instruction or related services under the IDEA, 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 intelligence quotient.
- Tests are selected and administered so as 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 for 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 IDEA, a referral for special education assessment 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 a 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 Academy's professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification 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 or 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 regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Services for Students under the "IDEA": The following description regarding how special education and related services shall be provided and funded is included by the Academy for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition. It is not binding on the County or the SELPA. The specific manner in which special education and related services shall be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Academy and the SELPA. A copy of the MOU shall be made available to the County upon request.

The Academy shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Academy shall provide services for enrolled special education students. It shall follow SELPA policies and procedures, and uses 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 parent complaints, and maintaining the confidentiality of pupil records.

The Academy will promptly respond to SELPA inquiries, comply with reasonable SELPA directives, and to the SELPA access to Academy students, staff, facilities, equipment and records as required or imposed by law.

Staffing: All special education services at the Academy shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Academy staff shall participate in SELPA in-service training relating to special education.

The Academy shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Academy shall ensure that all special education staff hired or contracted by the Academy is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Academy is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Academy students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination: The Academy shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Academy shall adopt and implement policies relating to all special education issues and referrals.

Identification: The Academy shall have the responsibility to identify, refer, and work cooperatively in locating Academy students who have or may have exceptional needs that qualify them to receive special education services. The Academy shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Academy shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

The Academy's SST, described above, shall support the Academy's obligation to identify students that may be eligible for services and support pursuant to IDEA, ADA, and/or Section 504, and make appropriate referrals.

Assessment: The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Academy determines what assessments, if any, are necessary and arranges for such assessments for referred or eligible students in accordance with applicable law. The Academy obtains parent or guardian consent to assess Academy students.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

The Academy will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. The Academy will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents or guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

IEP Development: The Academy understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education are the

decision of the IEP team, pursuant to the IEP process. Programs, services and placements are provided to all eligible Academy students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation: The Academy shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Academy shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Academy's non-special education students. The Academy also provides all home- school coordination and information exchange. The Academy is also responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

IEP Meetings: The Academy shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Academy shall be responsible for having the following individuals in attendance at the IEP meetings: the Academy designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Academy representatives who are knowledgeable about the general education program at the Academy and/or about the student. The Academy arranges for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

Interim and Initial Placements of New Academy Students: The Academy shall comply with Education Code Section 56325 with regard to students transferring into the Academy within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Academy from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Academy provides the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Academy shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Academy from a district operated program under the same special education local plan area of the Academy within the same academic year, the Academy shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Academy agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Academy with an IEP from outside of California during the same academic year, the Academy shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP

in consultation with the parents, until the Academy conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Academy, and develops a new IEP, if appropriate that is consistent with federal and state law.

The Academy will comply with all applicable laws, regulations, and policies regarding its responsibilities, as applicable, to notify a student's district of residence and the County when a special education student enrolls, becomes eligible, ineligible and/or leaves the Academy, and as required in order to transition a student with an IEP who transitions in or transfers away from the Academy.

Non-Public Placements/Non-Public Agencies: The Academy shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination: All children shall have access to the Academy and no student shall be denied admission nor counseled out of the Academy due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for, special education services. Similarly, no student shall be denied admission based on lack of available resources.

Parent/Guardian Concerns and Complaint Procedures: The Academy shall adopt and implements policies for responding to parental concerns or complaints related to special education services. The Academy shall receive any concerns raised by parents and guardians regarding related services and rights. The Academy's designated representative shall investigate as necessary, respond to, and address the parent or guardian concern or complaint.

Due Process Hearings: The Academy may initiate a due process hearing or request for mediation with respect to a student enrolled in the Academy if it determines such action is legally necessary or advisable. In the event that the parents or guardians file for a due process hearing, or request mediation, the Academy shall defend the case.

SELPA Representation: The Academy shall represent itself at all SELPA meetings.

Funding: The Academy shall be subject to the allocation plan of the SELPA.

Misc.: The Academy acknowledges its responsibilities for any legal fees related to the SELPA application and assurance process. The Academy affirms that it will comply with the terms of its applicable agreement with the SELPA regarding the organization, implementation, administration, and operation of the SELPA.

Students Who Are Academically Low Achieving

The Academy strongly believes that when both teachers and parents collaborate on addressing unique student needs and barriers preventing academic success, students will succeed. Teachers meet regularly to compare their student data, discuss student performance and concerns, and discuss instructional strategies, interventions, and enrichment.

Identification: The Academy is designed to serve all students, including those who would be at risk of scoring in the “Standard Not Met” proficiency on state exams. Through a multi-tiered system of supports (“MTSS”), we will identify low achieving students based on standardized tests and ongoing assessment and diligently look for those who are not meeting grade level standards on classroom assessments. We will provide targeted intervention by teachers and support staff with the specific intention of identifying, assessing, tracking, and remediating struggling students, to ensure the progress of any who are failing to thrive in the academic environment. In addition, for those students in grades one through twelve who are not meeting grade level standards on classroom assessments, remedial intervention before school, after school, and on Saturdays may be offered. We will provide targeted intervention by teachers who have proven instructionally strong in this designated area.

The Academy screens the following data to identify at-risk students in accordance with the California guidelines:

- Students scoring Standard Not Met or Standard Nearly Met on the previous year’s adopted standardized test in any one subtest score.
- Students who are at least one year below grade level in the areas of reading, writing, math, oral language, science or history as identified by interim assessments; and students recommended for academic intervention.
- Students who are struggling with completing or performing on class assignments.

Parent Notification and Involvement: Parents are informed as soon as possible of the identification of their student as low achieving and included in the collaboration for serving the needs of the student.

Supports: The SST process results in the creation of an Academic Strategic Success Plan to inform parents or guardian that their student’s work is falling below our academic expectations and is now labeled “low achieving.” The Academic Strategic Success Plan is used with all identified low-achieving students to allow teachers to collaborate on the best strategies and past successful interventions that may be helpful to ensure academic growth. The Academic Strategic Success Plan is updated each semester, with targeted objectives and goals focusing on the student meeting grade level standards. The parents or guardians, teacher, and student are required to attend all SST meetings in order to set goals and objectives to ensure academic growth.

Data is gathered through frequent interim assessments performed in the core subject areas. Teachers have the tools they need to track all of their students and ensure they are making sufficient progress. The Academic Strategic Success Plans are updated to identify if interventions have been successful, or if additional intervention is necessary.

Ongoing Evaluation: If a student is deemed as making “adequate progress,” the student continues to be monitored to ensure academic success. If the student is not making adequate progress, further intervention is considered, such as retention and special education assessment.

Students Who Are Academically High Achieving

Identification: Students who are high achieving will be identified through performance on state standardized tests, standards-based formative and summative assessments, and teacher interaction/observation.

Parent Notification and Involvement: Parents are informed of the identification of their student as high achieving and included in the collaboration for serving the needs of the student.

Supports: Students who are high achieving will have the opportunity to select projects and establish timelines for completing work. In collaboration with the team of student, parent and teacher, the following options are available:

- Weekly tutoring in challenging classes,
- Attending classes designed to meet the needs of accelerated students,
- Use of curriculum supplements that are designed to challenge high-achieving students,
- Attending classes at local colleges,
- Online computer-based programs in advanced courses.

Teachers attend numerous trainings throughout the year designed to enhance their ability to personalize instruction for each type of learner so that high achieving students can be challenged at the Academy.

High School Program

This petition describes the core features and curriculum of its high school program above. As indicated below, all high school students will have the opportunity to take courses that satisfy UC-AG requirements and are required to do so to graduate from the Academy.

High School Graduation Requirements

	A-G: UC/CSU admission requirements	OCCA⁷ II Graduation Requirements
History / Social Science	<p>"A" = two years (20 units)</p> <ul style="list-style-type: none"> • one year of world history, cultures or historical geography (may be a single yearlong course or two one-semester courses), and • one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government 	<p>45 units</p> <ul style="list-style-type: none"> • Western Civilization I & II (world history) (20 units) • Modern European History (world history) (10 units) • American History (1600-1900) (U.S. History) (10 units) • 20th Century American History (U.S. History) (5 units)

⁷ Elective and AP courses offered are subject to student demand and staffing and scheduling logistics and may be modified or supplemented to meet the needs of students at the time.

		[students may substitute Modern European History with AP European History, and American History and 20 th Century American History with AP United States History]
English	"B" = four years (40 units) Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.	40 units <ul style="list-style-type: none"> • Ancient Literature (10 units) • British Literature (10 units) • American Literature (10 units) • Modern Literature (10 units) [students may elect to substitute the above courses AP courses in English Language Arts]
Mathematics	"C" = three years (30 units) Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry	40 units <ul style="list-style-type: none"> • Algebra I (10 units) • Geometry (10 units) • Algebra II (10 units) • Trigonometry (10 units, elective) • Pre-Calculus (10 units, elective) • AP Calculus AB/BC (10 units, elective) • AP Statistics (10 units, elective) • AP Computer Science (10 units, elective)
Laboratory science	"D" = two years (20 units) Two years of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Computer Science, Engineering, Applied Science courses can be used in area D as an additional science (i.e., third year and beyond).	30 units <ul style="list-style-type: none"> • Biology (10 units) • Chemistry (10 units) • Physics/AP Physics (10 units, elective) • Earth Science/AP Environmental Science (10 units, elective) • Astronomy (10 units, elective) [students may substitute Biology with AP Biology and Chemistry with AP Chemistry]
Language other than English	"E" = two years (20 units) Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English are required.	30 units <ul style="list-style-type: none"> • Latin (10-30 units) • Other foreign language (e.g., Spanish, French) (up to 30 units)
Visual & performing arts	"F" = one year (10 units) Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English are required.	10 units <ul style="list-style-type: none"> • Dance (10 units, elective) • Music (10 units, elective) • Theater (10 units, elective) • Painting (10 units, elective) • Film (10 units, elective) • Multimedia Arts (10 units, elective) • Interdisciplinary Arts (10 units, elective)
College-prep elective	"G" = 10 units One year (two semesters) chosen from courses specific to the elective (G)	10 units <ul style="list-style-type: none"> • Computer Science/AP Computer Science (10 units, elective)

	subject area or courses beyond those used to satisfy the requirements of the A-F subjects.	<ul style="list-style-type: none"> • Economics/AP Microeconomics/AP Macroeconomics (10 units, elective) • U.S. Government (10 units, elective) • Psychology/AP Psychology (10 units, elective) • Journalism (10 units, elective) • Speech and Debate (10 units, elective) • Anthropology (10 units, elective) • Political Science (10 units, elective) • Geography (10 units, elective) • Humanities (10 units, elective)
Physical Education		10 units
TOTAL	150 units	215 units

Upon completing the TK-8 program and satisfying the above high school requirements, students will have met the exit outcomes, and will have received a classical education consistent with the mission and values and curriculum, as described above. To be clear, the key exit outcome is for students to have gained the clear benefits of a classical education, as described, and the associated virtues in personal development. Proceeding through the Academy’s program, and required courses, will achieve the Academy’s mission and the instructional design of the program will have served its purpose for students upon exit.

Completing these graduation requirements, i.e., exit requirements, will ensure that students have had a broad course of study encompassing the objectives and scope and sequence of the Hillsdale classical education model, students will have passed their courses and will have been subjected to meeting the assessments to confirm their subject matter mastery (as described in Elements B and C, below), and students will be prepared to enter and excel at a University of California campus.

High school students will be assigned a counselor who will provide support in monitoring their progress towards graduation and readiness for college, support students’ planning for college and other post-secondary opportunities and coordinate appropriate intervention and supports to meet students’ academic, social, and emotional needs.

The Academy will notify students and parents or guardians of the transferability of courses to other public schools and of the eligibility of courses to meet college entrance requirements in its student handbook and course catalog.

The Academy’s curriculum is inherently designed and well-suited to prepare students for the rigor of college. The Academy will support all students in their respective paths to college admission, including in identifying colleges that will meet students’ objectives, preparation for admissions exams, and support in the application process.

Students will also receive information on how to complete and submit a Free Application for Federal Student Aid, and California Dream Act application as applicable, at least once before

they enter the 12th grade, through college readiness workshops, and one-on-one college counseling.

WASC Accreditation

Upon the approval of its petition, the Academy intends to begin the process of seeking and obtaining an initial accreditation from the Western Association of Schools and Colleges (“WASC”), followed by a full six-year term of accreditation. The Academy will inform parents of the status of its accreditation efforts and its impact on the transferability of courses in its student handbook and course catalog.

Independent Study

The Academy may allow students to participate in independent study on a case-by-case basis pursuant to the independent study policy adopted by the Board and as provided under California law and regulations. The option for independent study at the Academy is intended to assist students on an as-needed, short-term basis who are unable to attend school in the traditional five days a week format. It is designed for students with individual needs that cannot be accommodated in the classroom; for example, students who have a parent in the armed forces who will be deploying or is recently returned, students with an illness or injury, or other unique circumstances. Students must meet all independent study eligibility requirements. No student shall be required to participate in an independent study program.

Under no circumstance will the Academy allow students to participate in independent study in excess of the amount of independent study that a classroom-based charter school is authorized to offer under Education Code Section 47612.5 and 5 CCR Section 11963, and in accordance with CDE guidance. The Academy will at all times operate a classroom-based charter school and maintain eligibility for a classroom-based apportionment.

The Academy will adhere to all applicable regulations and requirements applicable to independent study programs operated at charter schools, including Education Code Section 47612.5 and Sections 51745-51749.6.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” Education Code § 47605(b)(5)(B).

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the Academy has established the below goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d).

Student outcomes, both for purposes of annual progress and exit outcomes at the end of each school year and upon graduation, flow from the Academy’s mission of developing students in mind and character through a classical, content-rich liberal arts and sciences curriculum that emphasizes the principles of scholarship, moral character, and civic virtue. These are the unique elements of the Academy’s program, as described in Element A, and reflect the Academy’s priorities, which in and of themselves will align with the Eight State Priorities. Student outcomes in each of these areas will be measured and monitored so that instruction can be modified as necessary, thereby ensuring maximum achievement and growth by each student. The Academy affirms that benchmark skills and classroom-level skills will be developed through its program.

The Academy is further committed to school-wide goals that align with California’s eight identified state priorities. Where the chart below refers to “all students” or uses similar language, the Academy includes all pupil subgroups identified by Education Code Section 52060(a). The anticipated significant subgroups are Latinx students, EL students, students with disabilities, socioeconomically disadvantaged students, Asian students, white students, and students identifying as two or more races.

<u>STATE PRIORITY #1— BASIC SERVICES</u>	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will be appropriately placed

	according to credential and expertise.
ACTIONS TO ACHIEVE GOAL	Annual review of all credentials will be conducted.
MEASURABLE OUTCOME	100% of teachers will be appropriately credentialed and assigned.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of teachers will be appropriately credentialed and assigned.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	100% of teachers will be appropriately credentialed and assigned.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of teachers will be appropriately credentialed and assigned.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of teachers will be appropriately credentialed and assigned.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	100% of teachers will be appropriately credentialed and assigned.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of teachers will be appropriately credentialed and assigned.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	100% of teachers will be appropriately credentialed and assigned.
METHODS OF MEASUREMENT	Review credentials on the Commission on Teacher Credentialing website.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	All students will have equal access to standards-aligned instructional materials.
ACTIONS TO ACHIEVE GOAL	Core content curriculum will be standards-aligned and provided to all students.
MEASURABLE OUTCOME	100% of all students will have standards-aligned instructional materials in all core classes.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of all students will have standards-aligned instructional materials in all core classes.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	100% of all students will have standards-aligned instructional materials in all core classes.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of all students will have standards-aligned instructional materials in all core classes.

GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of all students will have standards-aligned instructional materials in all core classes.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	100% of all students will have standards-aligned instructional materials in all core classes.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of all students will have standards-aligned instructional materials in all core classes.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	100% of all students will have standards-aligned instructional materials in all core classes.
METHODS OF MEASUREMENT	Inventory of curricular and instructional materials Verification standards-aligned instructional materials for grade and content.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities will be well-kept and well-maintained.
ACTIONS TO ACHIEVE GOAL	School facilities are maintained and repaired with janitorial services and immediate response for maintenance concerns.
MEASURABLE OUTCOME	Maintenance requests will be addressed within 24 hours of its receipt by administration. Classrooms will be cleaned five days a week. Bathrooms will be cleaned five days a week.
GOAL AND OUTCOMES FOR LATINO STUDENTS	School facilities will be well-kept and well-maintained.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	School facilities will be well-kept and well-maintained.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	School facilities will be well-kept and well-maintained.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	School facilities will be well-kept and well-maintained.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	School facilities will be well-kept and well-maintained.
GOAL AND OUTCOMES FOR WHITE STUDENTS	School facilities will be well-kept and well-maintained.

GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	School facilities will be well-kept and well-maintained.
METHODS OF MEASUREMENT	Maintenance request logs Visual observations of classrooms Cleaning schedules Facilities Inspection Tool (“FIT”)

STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS

Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency

SUBPRIORITY A – STATE STANDARD IMPLEMENTATION

GOAL TO ACHIEVE SUBPRIORITY	100% of students will be taught by appropriately credentialed teachers and with State Standards-aligned materials.
ACTIONS TO ACHIEVE GOAL	Instructional materials will be reviewed to ensure State Standard alignment. Teacher credentials will be verified. 100% of classrooms will use standards-aligned curriculum and materials. The Academy will use a reading diagnostic assessment (DIBELS/STAR) aligned to State Standards so that teachers have more detailed data to plan interventions accordingly. Offer after-school tutoring services for students referred by their classroom teacher.
MEASURABLE OUTCOME	100% of students will have State Standards-aligned materials and will be taught by appropriately credentialed teachers.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will have State Standard-aligned materials and will be taught by appropriately credentialed teachers.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	100% of students will have State Standards-aligned materials and will be taught by appropriately credentialed teachers.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will have State Standards-aligned materials and will be taught by appropriately credentialed teachers.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED	100% of students will have State Standards-aligned materials and will be taught by appropriately credentialed

STUDENTS	teachers.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	100% of students will have State Standards-aligned materials and will be taught by appropriately credentialed teachers.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will have State Standards-aligned materials and will be taught by appropriately credentialed teachers.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	100% of students will have State Standards-aligned materials and will be taught by appropriately credentialed teachers.
METHODS OF MEASUREMENT	Staff rosters Instructional Materials Inventory Pacing plans Review credentials on the Commission on Teacher Credentialing website.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas to assist in language acquisition and access to academic content knowledge, taught by an appropriately credentialed teacher.
ACTIONS TO ACHIEVE GOAL	Students identified by Home Language Survey will be given the ELPAC within the first 30 days of school. EL students learn age-appropriate content knowledge that reflects the content learning in the mainstream. EL students will read authentic texts, not simplified or contrived text. EL students will learn to use the language in context in addition to the mechanics, which can accelerate second language acquisition: essay writing, oral presentations, science experiments. EL students will learn technical and academic vocabulary. Classroom teacher will assign the core/essential concepts related to the specific content for the EL teacher to teach to the EL student. 100% of English learners will participate in State Standards in ELD during designated and integrated ELD.

<p style="text-align: center;">MEASURABLE OUTCOME</p>	<p>All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily.</p> <p>There will be increase of at least 2% of students will advance by at least one EL level yearly. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.</p> <p>Long term EL students will advance at the same rate as classified EL students.</p> <p>100% of students will return the Home Language Survey.</p>
<p style="text-align: center;">GOAL AND OUTCOMES FOR ENGLISH LEARNERS</p>	<p>All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily.</p> <p>80% of EL students will advance by at least one EL level yearly.</p> <p>Long term EL students will advance at the same rate as newly classified EL students.</p> <p>100% of students will return the Home Language Survey.</p>
<p style="text-align: center;">METHODS OF MEASUREMENT</p>	<p>Lesson Plans</p> <p>EL Folders (inclusive of internal assessments)</p> <p>Classroom Observation</p> <p>EL Level Roster</p> <p>Roster of returned Home Language Surveys</p>
<p>SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY</p>	
<p style="text-align: center;">GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Support will be provided to all EL students to gain proficiency in the English language.</p>
<p style="text-align: center;">ACTIONS TO ACHIEVE GOAL</p>	<p>Students initially identified by the Home Language Survey will be given the ELPAC Initial within the first 30 days of school.</p> <p>Students identified through CALPADS will be given the ELPAC Summative annually.</p> <p>Teachers of EL students will have a language objective for each lesson posted.</p>

	<p>Instructional strategies described in Element A, above, will be used during content area lessons daily.</p> <p>EL progress will be monitored.</p> <p>Professional development will be provided to teachers on ELD best practices.</p>
MEASURABLE OUTCOME	<p>100% of teachers will be trained on ELD best practices.</p> <p>All identified students will be given the ELPAC within the first 30 days of school.</p> <p>100% of teachers will employ the ELD strategies described in Element A during content area lessons daily.</p>
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<p>100% of teachers will be trained on ELD best practices.</p> <p>All identified students will be given the ELPAC within the first 30 days of school.</p> <p>100% of teachers will use strategies described in Element A above during content area lessons daily.</p>
METHODS OF MEASUREMENT	<p>Professional Development sign-in sheets</p> <p>ELPAC testing roster/reports</p> <p>EL Folders (inclusive of internal assessments)</p> <p>Teacher observations</p>

STATE PRIORITY #3— PARENTAL INVOLVEMENT

Parental involvement and family engagement, including efforts the Charter School makes to seek parent input for making decisions for the Charter School, and including how the Charter School will promote parent participation in programs for unduplicated pupils and pupils with exceptional needs.

SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT

GOAL TO ACHIEVE SUBPRIORITY	<p>The Academy will create an inclusive environment by including parents in activities and communications.</p>
ACTIONS TO ACHIEVE GOAL	<p>The Academy will provide opportunities for regular meetings that will allow parents to be partners in their child’s education through student led conferences.</p> <p>Parents will be encouraged to volunteer at the Academy, by attending school events and activities, or by supporting students at home.</p> <p>Hold parent engagement events such as Coffee with Superintendent/Headmaster, Academic Advisory Council, and various sub-committee meetings, as well as provide ongoing parent workshops on classical education. Make</p>

	<p>ClassDojo (educational technology company connecting teachers and families) available to teachers and parents.</p> <p>The Academy will seek input for the development of the LCAP through annual survey and meeting.</p> <p>The Academy will seek parent responses on survey questions regarding connectedness to Academy’s mission and vision, school safety, academic program, and school communication. The Academy will aim for 90% of parents participating in stakeholder surveys.</p>
MEASURABLE OUTCOME	<p>The goal for parental involvement is at least 80% and includes the percentage of parents who volunteer, attend scheduled meetings, school sponsored family events, and/or workshops, and/or help students at home. Parent involvement will increase by 2% each year of the charter until a total of 90% of parent involvement is reached.</p>
GOAL AND OUTCOMES FOR LATINO STUDENTS	<p>The goal for parental involvement is at least 80% and includes the percentage of parents who volunteer, attend scheduled meetings, school sponsored family events, and/or workshops, and/or help students at home. Parent involvement will increase by 2% each year of the charter until a total of 90% of parent involvement is reached.</p>
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<p>The goal for parental involvement is at least 80% and includes the percentage of parents who volunteer, attend scheduled meetings, school sponsored family events, and/or workshops, and/or help students at home. Parent involvement will increase by 2% each year of the charter until a total of 90% of parent involvement is reached.</p>
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	<p>The goal for parental involvement is at least 80% and includes the percentage of parents who volunteer, attend scheduled meetings, school sponsored family events, and/or workshops, and/or help students at home. Parent involvement will increase by 2% each year of the charter until a total of 90% of parent involvement is reached.</p>
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>The goal for parental involvement is at least 80% and includes the percentage of parents who volunteer, attend scheduled meetings, school sponsored family events, and/or workshops, and/or help students at home. Parent involvement will increase by 2% each year of the charter until a total of 90% of parent involvement is reached.</p>

GOAL AND OUTCOMES FOR ASIAN STUDENTS	The goal for parental involvement is at least 80% and includes the percentage of parents who volunteer, attend scheduled meetings, school sponsored family events, and/or workshops, and/or help students at home. Parent involvement will increase by 2% each year of the charter until a total of 90% of parent involvement is reached.
GOAL AND OUTCOMES FOR WHITE STUDENTS	The goal for parental involvement is at least 80% and includes the percentage of parents who volunteer, attend scheduled meetings, school sponsored family events, and/or workshops, and/or help students at home. Parent involvement will increase by 2% each year of the charter until a total of 90% of parent involvement is reached.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	The goal for parental involvement is at least 80% and includes the percentage of parents who volunteer, attend scheduled meetings, school sponsored family events, and/or workshops, and/or help students at home. Parent involvement will increase by 2% each year of the charter until a total of 90% of parent involvement is reached.
METHODS OF MEASUREMENT	Parent workshop sign-in sheets Parent/Teacher Conference sign-in sheets Calendar Flyers for school events Verification of Volunteer Hours
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	At least 80% of parents will be involved in activities supported by or sponsored by the Academy.
ACTIONS TO ACHIEVE GOAL	The Academy will provide constant and consistent communication with families through ongoing newsletters, emails, and phone calls. The Academy will encourage volunteer opportunities and will post the information on the Academy’s website. Parent Engagement Coordinator will conduct outreach and follow-up to promote parent participation.
MEASURABLE OUTCOME	Information regarding school activities will be sent out weekly via email. The Academy will send out ongoing newsletter via email.
GOAL AND OUTCOMES FOR LATINO	At least 80% of parents will be involved in activities

STUDENTS	supported by or sponsored by the Academy.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	At least 80% of parents will be involved in activities supported by or sponsored by the Academy.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	At least 80% of parents will be involved in activities supported by or sponsored by the Academy.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	At least 80% of parents will be involved in activities supported by or sponsored by the Academy.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	At least 80% of parents will be involved in activities supported by or sponsored by the Academy.
GOAL AND OUTCOMES FOR WHITE STUDENTS	At least 80% of parents will be involved in activities supported by or sponsored by the Academy.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	At least 80% of parents will be involved in activities supported by or sponsored by the Academy.
METHODS OF MEASUREMENT	Sent email report Copy of weekly monthly school newsletter Website log
SUBPRIORITY C – PROMOTING PARENT PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	
GOAL TO ACHIEVE SUBPRIORITY	At least 80% of parents will be involved in activities supported by or sponsored by the Academy.
ACTIONS TO ACHIEVE GOAL	<p>The Academy will provide constant and consistent communication with families through ongoing newsletters, emails, and phone calls in English and Spanish.</p> <p>The Academy will provide accommodations to parents with disabilities, as necessary.</p> <p>The Academy will hold parent meetings with parents of students with exceptional needs prior to starting school, during IEP meetings, and as necessary to provide support.</p> <p>The Academy will encourage volunteer opportunities and will post the information on the Academy’s website.</p> <p>Translators available to make phone calls and attend conferences and meetings with parents.</p>
MEASURABLE OUTCOME	Information regarding school activities will be sent out weekly via email in English and Spanish, other languages

	will be added, as necessary. The Academy will send out ongoing newsletter via email in English and Spanish, other languages will be added, as necessary.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	At least 80% of parents will be involved in activities supported by or sponsored by the Academy.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	At least 80% of parents will be involved in activities supported by or sponsored by the Academy.
METHODS OF MEASUREMENT	Sent email report Parent Workshop sign-in sheets Copy of monthly school newsletter Website Log

STATE PRIORITY #4— STUDENT ACHIEVEMENT

- Pupil achievement, as measured by all of the following, as applicable:*
- a. California Assessment of Student Performance and Progress statewide assessment*
 - b. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education.*
 - c. Percentage of ELs who make progress toward English language proficiency as measured by English Language Proficiency Assessment for California.*
 - d. EL reclassification rate*
 - e. Percentage of pupils who have passed an AP exam with a score of 3 or higher*
 - f. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUBPRIORITY A – CAASPP

GOAL TO ACHIEVE SUBPRIORITY	Students will score at Met Standard or Exceeded Standard Mastery at the same level as the districts where the Academy is located, or higher (on CAASPP
ACTIONS TO ACHIEVE GOAL	Classroom instruction will be conducive to student learning. Appropriate State Standards-aligned instructional materials will be provided to all students.

	<p>Formative and summative assessment results and aggregated and analyzed to inform instruction and intervention.</p> <p>Implement a tiered intervention program</p>
<p>MEASURABLE OUTCOME</p>	<p>There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2021-2022 ELA and Math SBAC Scores over the school districts where the Academy is located.</p> <p>In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.</p>
<p>GOAL AND OUTCOMES FOR LATINO STUDENTS</p>	<p>There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2021-2022 ELA and Math SBAC Scores over the school districts where the Academy is located.</p> <p>In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027. In 2022-2023, scores will increase by 2% over the scores of 2021-2022. In 2023-2024, scores will increase by 2% of the scores of 2022-2023. In 2024-2025, scores will increase by 2% over the 2023-2024 scores. In 2025-2026, scores will increase by 2% over the scores of 2024-2025. Scores will increase 10% between 2020-2021 and 2025-2026.</p>
<p>GOAL AND OUTCOMES FOR ENGLISH LEARNERS</p>	<p>There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2021-2022 ELA and Math SBAC Scores over the school districts where the Academy is located.</p> <p>In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027,</p>

	<p>scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.</p>
<p>GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES</p>	<p>There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2021-2022 ELA and Math SBAC Scores over the school districts where the Academy is located.</p> <p>In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027. In 2022-2023, scores will increase by 2% over the scores of 2021-2022. In 2023-2024, scores will increase by 2% of the scores of 2022-2023. In 2024-2025, scores will increase by 2% over the 2023-2024 scores. In 2025-2026, scores will increase by 2% over the scores of 2024-2025. Scores will increase 10% between 2020-2021 and 2025-2026.</p>
<p>GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS</p>	<p>There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2021-2022 ELA and Math SBAC Scores over the school districts where the Academy is located.</p> <p>In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.</p>
<p>GOAL AND OUTCOMES FOR ASIAN STUDENTS</p>	<p>There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2021-2022 ELA and Math SBAC Scores over the school districts where the Academy is located.</p> <p>In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026.</p>

	Scores will increase 10% between 2022-2023 and 2026-2027.
GOAL AND OUTCOMES FOR WHITE STUDENTS	<p>There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2021-2022 ELA and Math SBAC Scores over the school districts where the Academy is located.</p> <p>In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.</p>
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	<p>There will be increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2021-2022 ELA and Math SBAC Scores over the school districts where the Academy is located.</p> <p>In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.</p>
METHODS OF MEASUREMENT	CAASPP reports
SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	Course catalog will be submitted for AA-G approval
ACTIONS TO ACHIEVE GOAL	<p>Submit courses for A-G approval.</p> <p>Review and track all high school students' schedules for requirements</p>
MEASURABLE OUTCOME	<p>Courses will be A-G approved.</p> <p>100% of high school students will be in A-G approved courses.</p>
GOAL AND OUTCOMES FOR LATINO STUDENTS	<p>Courses will be A-G approved.</p> <p>100% of high school students will be in A-G approved courses</p>
GOAL AND OUTCOMES FOR ENGLISH	Courses will be A-G approved.

LEARNERS	100% of high school students will be in A-G approved courses
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	Courses will be A-G approved. 100% of high school students will be in A-G approved courses
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Courses will be A-G approved. 100% of high school students will be in A-G approved courses
GOAL AND OUTCOMES FOR ASIAN STUDENTS	Courses will be A-G approved. 100% of high school students will be in A-G approved courses
GOAL AND OUTCOMES FOR WHITE STUDENTS	Courses will be A-G approved. 100% of high school students will be in A-G approved courses
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	Courses will be A-G approved. 100% of high school students will be in A-G approved courses
METHODS OF MEASUREMENT	AA-G approval list Student course tracking
SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	There will be increase of at least 2% of the number of EL students who are reclassified as RFEP every year for the charter term for EL students.
ACTIONS TO ACHIEVE GOAL	All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily. Utilize strategies described in Element A in daily instruction. ELD reports will be given to parents with regular report cards. Provide professional development on ELD instructional Strategies.
MEASURABLE OUTCOME	In 2023-2024, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2022-2023. In 2024-2025, number will increase by 2% of the number of 2023-2024. In 2025-2026, number will

	increase by 2% over the 2024-2025 number. In 2026-2027, number will increase by 2% over the number of 2025-2026. The number of EL students who are reclassified as RFEP will increase 10% between 2022-2023 and 2026-2027.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	In 2023-2024, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2022-2023. In 2024-2025, number will increase by 2% of the number of 2023-2024. In 2025-2026, number will increase by 2% over the 2024-2025 number. In 2026-2027, number will increase by 2% over the number of 2025-2026. The number of EL students who are reclassified as RFEP will increase 10% between 2022-2023 and 2026-2027.
METHODS OF MEASUREMENT	Lesson plans, Classroom observations EL Folders RFEP report EL roster Copies of the ELD reports to be put in students' cumulative files
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Academy.
ACTIONS TO ACHIEVE GOAL	All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily. EL students will receive in-class ELD instructional support which includes small group instruction, usage of SDAIE and ELD instructional strategies and curriculum. Parents will be informed of student progress through ELPAC scores, ELD report card, and assessment scores. ELD reports will be given to parents with regular report cards. Provide Professional Development on ELD instructional Strategies.
MEASURABLE OUTCOME	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the

	Academy.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Academy.
METHODS OF MEASUREMENT	ELPAC scores EL Folders Daily Schedules Lesson Observation
SUBPRIORITY E – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	After the Academy begins to offer AP courses, the percentage of students that will take and pass an AP Exam with a score of 3, 4, 5 will increase by 2% each year.
ACTIONS TO ACHIEVE GOAL	Provide information regarding the benefits of AP courses to all high school students. 100% of students wishing to take AP courses will have access to desired courses.
MEASURABLE OUTCOME	Beginning in the first year that the Academy serves 11 th and 12 th grade students, 50% of students will take and pass an AP exam; in each year thereafter remaining in the charter term, that rate will increase by 2%
GOAL AND OUTCOMES FOR LATINO STUDENTS	Beginning in the first year that the Academy serves 11 th and 12 th grade students, 50% of students will take and pass an AP exam; in each year thereafter remaining in the charter term, that rate will increase by 2%
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	Beginning in the first year that the Academy serves 11 th and 12 th grade students, 50% of students will take and pass an AP exam; in each year thereafter remaining in the charter term, that rate will increase by 2%
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	Beginning in the first year that the Academy serves 11 th and 12 th grade students, 50% of students will take and pass an AP exam; in each year thereafter remaining in the charter term, that rate will increase by 2%
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Beginning in the first year that the Academy serves 11 th and 12 th grade students, 50% of students will take and pass an AP exam; in each year thereafter remaining in the charter term, that rate will increase by 2%

GOAL AND OUTCOMES FOR ASIAN STUDENTS	Beginning in the first year that the Academy serves 11 th and 12 th grade students, 50% of students will take and pass an AP exam; in each year thereafter remaining in the charter term, that rate will increase by 2%
GOAL AND OUTCOMES FOR WHITE STUDENTS	Beginning in the first year that the Academy serves 11 th and 12 th grade students, 50% of students will take and pass an AP exam; in each year thereafter remaining in the charter term, that rate will increase by 2%
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	Beginning in the first year that the Academy serves 11 th and 12 th grade students, 50% of students will take and pass an AP exam; in each year thereafter remaining in the charter term, that rate will increase by 2%
METHODS OF MEASUREMENT	College Board AP Exam Results
SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Create a culture of college prepared students by teaching college readiness skills.
ACTIONS TO ACHIEVE GOAL	Provide classes on organizational skills Provide AP courses Provide college counseling Provide courses that satisfy A-G requirements Provide robust student supports to increase student access to challenging college-prep coursework
MEASURABLE OUTCOME	The Academy will have a greater percentage of students designated as “prepared” on the College/Career indicator on the Dashboard than the school districts in which the Academy’s campuses are located by at least 2%
GOAL AND OUTCOMES FOR LATINO STUDENTS	The Academy will have a greater percentage of students designated as “prepared” on the College/Career indicator on the Dashboard than the school districts in which the Academy’s campuses are located by at least 2%
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	The Academy will have a greater percentage of students designated as “prepared” on the College/Career indicator on the Dashboard than the school districts in which the Academy’s campuses are located by at least 2%
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	The Academy will have a greater percentage of students designated as “prepared” on the College/Career indicator on the Dashboard than the school districts in which the

	Academy’s campuses are located by at least 2%
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Academy will have a greater percentage of students designated as “prepared” on the College/Career indicator on the Dashboard than the school districts in which the Academy’s campuses are located by at least 2%
GOAL AND OUTCOMES FOR ASIAN STUDENTS	The Academy will have a greater percentage of students designated as “prepared” on the College/Career indicator on the Dashboard than the school districts in which the Academy’s campuses are located by at least 2%
GOAL AND OUTCOMES FOR WHITE STUDENTS	The Academy will have a greater percentage of students designated as “prepared” on the College/Career indicator on the Dashboard than the school districts in which the Academy’s campuses are located by at least 2%
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	The Academy will have a greater percentage of students designated as “prepared” on the College/Career indicator on the Dashboard than the school districts in which the Academy’s campuses are located by at least 2%
METHODS OF MEASUREMENT	California School Dashboard College/Career indicator

STATE PRIORITY #5— STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- a. School attendance rates
- b. Chronic absenteeism rates
- c. Middle school dropout rates (EC §52052.1(a)(3))
- d. High school dropout rates
- e. High school graduation rates

SUBPRIORITY A – STUDENT ATTENDANCE RATES

GOAL TO ACHIEVE SUBPRIORITY	The Academy will maintain a three year average attendance rate of 95%.
ACTIONS TO ACHIEVE GOAL	The Academy will provide a safe, nurturing, and engaging learning environment for all its students and families, including those of the various subgroups enrolled. Attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. The Academy will recognize students with perfect or improved attendance.

MEASURABLE OUTCOME	Attendance rate will be 95% over a three year average.
GOAL AND OUTCOMES FOR LATINO STUDENTS	Attendance rate will be 95% over a three year average.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	Attendance rate will be 95% over a three year average.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	Attendance rate will be 95% over a three year average.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Attendance rate will be 95% over a three year average.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	Attendance rate will be 95% over a three year average.
GOAL AND OUTCOMES FOR WHITE STUDENTS	Attendance rate will be 95% over a three year average.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	Attendance rate will be 95% over a three year average.
METHODS OF MEASUREMENT	Daily/monthly attendance reports P1/P2 reports
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Academy will establish the chronic student absenteeism rate in the 2022-2023 school year. This rate will be lower than the chronic absenteeism rate of the school districts where the Academy’s campuses are located%.
ACTIONS TO ACHIEVE GOAL	Students with improved or perfect attendance will be recognized during monthly awards ceremonies. Parents of students with more than 5 unexcused absences per semester will be meet with Academy administration.
MEASURABLE OUTCOME	The Academy’s chronic absenteeism rate will be lower than that of the school districts where the Academy’s campuses are located
GOAL AND OUTCOMES FOR LATINO STUDENTS	The Academy’s chronic absenteeism rate will be lower than that of the school districts where the Academy’s campuses are located
GOAL AND OUTCOMES FOR ENGLISH	The Academy’s chronic absenteeism rate will be lower

LEARNERS	than that of the school districts where the Academy’s campuses are located
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	The Academy’s chronic absenteeism rate will be lower than that of the school districts where the Academy’s campuses are located
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Academy’s chronic absenteeism rate will be lower than that of the school districts where the Academy’s campuses are located
GOAL AND OUTCOMES FOR ASIAN STUDENTS	The Academy’s chronic absenteeism rate will be lower than that of the school districts where the Academy’s campuses are located
GOAL AND OUTCOMES FOR WHITE STUDENTS	The Academy’s chronic absenteeism rate will be lower than that of the school districts where the Academy’s campuses are located
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	The Academy’s chronic absenteeism rate will be lower than that of the school districts where the Academy’s campuses are located
METHODS OF MEASUREMENT	Attendance reports
SUBPRIORITY C – HIGH SCHOOL DROP OUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	The Academy will have a less than 5% drop out rate.
ACTIONS TO ACHIEVE GOAL	The administration will monitor at-risk and credit-deficient students. Interventions such as tutoring and credit recovery classes will be offered to at-risk students.
MEASURABLE OUTCOME	The Academy will have a less than 5% drop out rate.
GOAL AND OUTCOMES FOR LATINO STUDENTS	The Academy will have a less than 5% drop out rate.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	The Academy will have a less than 5% drop out rate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	The Academy will have a less than 5% drop out rate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Academy will have a less than 5% drop out rate.
GOAL AND OUTCOMES FOR ASIAN	The Academy will have a less than 5% drop out rate.

STUDENTS	
GOAL AND OUTCOMES FOR WHITE STUDENTS	The Academy will have a less than 5% drop out rate.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	The Academy will have a less than 5% drop out rate.
METHODS OF MEASUREMENT	CDE published drop-out rates.

SUBPRIORITY D – HIGH SCHOOL GRADUATION RATES

GOAL TO ACHIEVE SUBPRIORITY	95% of seniors who have been at the Academy for all four years of high school will graduate.
ACTIONS TO ACHIEVE GOAL	Administration will monitor at-risk and credit-deficient students. Interventions such as tutoring and credit recovery classes will be offered to at-risk students.
MEASURABLE OUTCOME	95% of seniors who have been at the Academy for all four years of high school will graduate.
GOAL AND OUTCOMES FOR LATINO STUDENTS	95% of seniors who have been at the Academy for all four years of high school will graduate.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	95% of seniors who have been at the Academy for all four years of high school will graduate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	95% of seniors who have been at the Academy for all four years of high school will graduate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	95% of seniors who have been at the Academy for all four years of high school will graduate.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	95% of seniors who have been at the Academy for all four years of high school will graduate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	95% of seniors who have been at the Academy for all four years of high school will graduate.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	95% of seniors who have been at the Academy for all four years of high school will graduate.
METHODS OF MEASUREMENT	Published CDE graduation rates

STATE PRIORITY #6— SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

- a. Pupil suspension rates
- b. Pupil expulsion rates

c. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

SUBPRIORITY A – PUPIL SUSPENSION RATES

GOAL TO ACHIEVE SUBPRIORITY	The Academy will have a lower suspension rate than the school districts in which the Academy’s campuses are located.
ACTIONS TO ACHIEVE GOAL	The Academy will implement positive student behavior program including restorative practices and mindfulness practices. The Academy will incorporate alternatives to suspension.
MEASURABLE OUTCOME	The Academy will have a lower suspension rate than that of the school districts in which the Academy’s campuses are located
GOAL AND OUTCOMES FOR LATINO STUDENTS	The Academy will have a lower suspension rate than that of the school districts in which the Academy’s campuses are located
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	The Academy will have a lower suspension rate than that of the school districts in which the Academy’s campuses are located
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	The Academy will have a lower suspension rate than that of the school districts in which the Academy’s campuses are located
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Academy will have a lower suspension rate than that of the school districts in which the Academy’s campuses are located
GOAL AND OUTCOMES FOR ASIAN STUDENTS	The Academy will have a lower suspension rate than that of the school districts in which the Academy’s campuses are located
GOAL AND OUTCOMES FOR WHITE STUDENTS	The Academy will have a lower suspension rate than that of the school districts in which the Academy’s campuses are located
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	The Academy will have a lower suspension rate than that of the school districts in which the Academy’s campuses are located
METHODS OF MEASUREMENT	Suspension Reports Office referral reports

	Alternatives to suspension evidence
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Academy will have a lower expulsion rate than that of the school districts where the Academy’s campuses are located.
ACTIONS TO ACHIEVE GOAL	The Academy will implement a positive student behavior program including restorative practices and mindfulness practices.
MEASURABLE OUTCOME	The Academy will have a lower expulsion rate than that of the school districts where the Academy’s campuses are located.
GOAL AND OUTCOMES FOR LATINO STUDENTS	The Academy will have a lower expulsion rate than that of the school districts where the Academy’s campuses are located.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	The Academy will have a lower expulsion rate than that of the school districts where the Academy’s campuses are located.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	The Academy will have a lower expulsion rate than that of the school districts where the Academy’s campuses are located.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	The Academy will have a lower expulsion rate than that of the school districts where the Academy’s campuses are located.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	The Academy will have a lower expulsion rate than that of the school districts where the Academy’s campuses are located.
GOAL AND OUTCOMES FOR WHITE STUDENTS	The Academy will have a lower expulsion rate than that of the school districts where the Academy’s campuses are located.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	The Academy will have a lower expulsion rate than that of the school districts where the Academy’s campuses are located.
METHODS OF MEASUREMENT	Expulsion report
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	

GOAL TO ACHIEVE SUBPRIORITY	Students, parents, and teachers will feel a sense of community and connectedness.
ACTIONS TO ACHIEVE GOAL	Annual school surveys will be sent to parents, students, staff, and community members. Parents and community members will be encouraged to participate in programs focusing on the students and school.
MEASURABLE OUTCOME	Parent and family satisfaction rates will be greater 85%. Completed and returned survey rates will increase by 2% each year over the preceding year's rate.
GOAL AND OUTCOMES FOR LATINO STUDENTS	Parent and family satisfaction rates will be greater 85%. Completed and returned survey rates will increase by 2% each year over the preceding year's rate.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	Parent and family satisfaction rates will be greater 85%. Completed and returned survey rates will increase by 2% each year over the preceding year's rate.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	Parent and family satisfaction rates will be greater 85%. Completed and returned survey rates will increase by 2% each year over the preceding year's rate.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Parent and family satisfaction rates will be greater 85%. Completed and returned survey rates will increase by 2% each year over the preceding year's rate.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	Parent and family satisfaction rates will be greater 85%. Completed and returned survey rates will increase by 2% each year over the preceding year's rate.
GOAL AND OUTCOMES FOR WHITE STUDENTS	Parent and family satisfaction rates will be greater 85%. Completed and returned survey rates will increase by 2% each year over the preceding year's rate.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	Parent and family satisfaction rates will be greater 85%. Completed and returned survey rates will increase by 2% each year over the preceding year's rate.
METHODS OF MEASUREMENT	Survey results
<u>STATE PRIORITY #7— COURSE ACCESS</u>	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	

*“Broad course of study” includes the following, as applicable:
 Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
 Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*

GOAL TO ACHIEVE SUBPRIORITY	100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will have access to a broad course of study.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	100% of students will have access to a broad course of study.
METHODS OF MEASUREMENT	Course catalog Student schedules

STATE PRIORITY #8—OTHER STUDENT OUTCOMES

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

SUBPRIORITY A – ENGLISH

GOAL TO ACHIEVE SUBPRIORITY	Students will make progress toward meeting At or Above Standard Mastery on the Renaissance STAR assessments
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	in the area of English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	<p>The Academy will utilize instructional strategies that include: small group work, reading intervention, speaking skills to present information, narrative and response to literature, collaboration with colleagues to support learning goals, project-based learning, and direct instruction.</p> <p>Students will complete a minimum of 30 minutes of reading per day.</p> <p>100% of students will engage in at least one project per semester that will include opportunities for collaborating, communicating, thinking creatively and critically, and making an oral presentation.</p>
MEASURABLE OUTCOME	There will be increase of at least 2% of scoring at or above standard mastery on the 2022-23 Renaissance STAR assessments in ELA. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.
GOAL AND OUTCOMES FOR LATINO STUDENTS	There will be increase of at least 2% of scoring at or above standard mastery on the 2022-23 Renaissance STAR assessments in ELA. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	There will be increase of at least 2% of scoring at or above standard mastery on the 2022-23 Renaissance STAR assessments in ELA. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.

<p align="center">GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES</p>	<p>There will be increase of at least 2% of scoring at or above standard mastery on the 2022-23 Renaissance STAR assessments in ELA. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.</p>
<p align="center">GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS</p>	<p>There will be increase of at least 2% of scoring at or above standard mastery on the 2022-23 Renaissance STAR assessments in ELA. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.</p>
<p align="center">GOAL AND OUTCOMES FOR ASIAN STUDENTS</p>	<p>There will be increase of at least 2% of scoring at or above standard mastery on the 2022-23 Renaissance STAR assessments in ELA. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.</p>
<p align="center">GOAL AND OUTCOMES FOR WHITE STUDENTS</p>	<p>There will be increase of at least 2% of scoring at or above standard mastery on the 2022-23 Renaissance STAR assessments in ELA. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.</p>
<p align="center">GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES</p>	<p>There will be increase of at least 2% of scoring at or above standard mastery on the 2022-23 Renaissance STAR assessments in ELA. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-</p>

	2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.
METHODS OF MEASUREMENT	Renaissance STAR scores for English Language Arts
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students will make progress toward meeting At or Above Standard Mastery on the Renaissance STAR assessments in the area of math.
ACTIONS TO ACHIEVE GOAL	The Academy will utilize instructional strategies that include: small group work, math intervention, online tools and resources, collaboration with colleagues to support learning goals, project-based learning and direct instruction. 100% of students will engage in one project per semester that will include mathematical components.
MEASURABLE OUTCOME	There will be increase of at least 2% of students scoring at or above standard mastery on the 2020-21 Renaissance STAR assessments in math. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.
GOAL AND OUTCOMES FOR LATINO STUDENTS	There will be increase of at least 2% of students scoring at or above standard mastery on the 2020-21 Renaissance STAR assessments in math. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	There will be increase of at least 2% of students scoring at or above standard mastery on the 2020-21 Renaissance STAR assessments in math. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-

	2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	There will be increase of at least 2% of students scoring at or above standard mastery on the 2020-21 Renaissance STAR assessments in math. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	There will be increase of at least 2% of students scoring at or above standard mastery on the 2020-21 Renaissance STAR assessments in math. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	There will be increase of at least 2% of students scoring at or above standard mastery on the 2020-21 Renaissance STAR assessments in math. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.
GOAL AND OUTCOMES FOR WHITE STUDENTS	There will be increase of at least 2% of students scoring at or above standard mastery on the 2020-21 Renaissance STAR assessments in math. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.

	10% between 2022-2023 and 2026-2027.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	There will be increase of at least 2% of students scoring at or above standard mastery on the 2020-21 Renaissance STAR assessments in math. In 2023-2024, scores will increase by 2% over the scores of 2022-2023. In 2024-2025, scores will increase by 2% of the scores of 2023-2024. In 2025-2026, scores will increase by 2% over the 2024-2025 scores. In 2026-2027, scores will increase by 2% over the scores of 2025-2026. Scores will increase 10% between 2022-2023 and 2026-2027.
METHODS OF MEASUREMENT	Renaissance STAR scores for Math
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	The students will demonstrate grade level skills and content knowledge of grade level appropriate social science.
ACTIONS TO ACHIEVE GOAL	<p>Through an integrated approach, students will study the area of social sciences congruent with Social Science Content Standards.</p> <p>Strategies included in an integrated approach are: PBL, non-fiction, and historical fiction texts; mini research projects and presentations, computer-based information (articles, videos); field trip experiences, debates, and hands on projects.</p> <p>Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence, and point of view.</p> <p>100% of students will apply and communicate key learning in hands-on learning projects or service-learning projects.</p>
MEASURABLE OUTCOME	80% or more of students will meet grade level standards in social science courses annually.
GOAL AND OUTCOMES FOR LATINO STUDENTS	80% or more of students will meet grade level standards in social science courses annually.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	80% or more of students will meet grade level standards in social science courses annually.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	80% or more of students will meet grade level standards in social science courses annually.

GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	80% or more of students will meet grade level standards in social science courses annually.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	80% or more of students will meet grade level standards in social science courses annually.
GOAL AND OUTCOMES FOR WHITE STUDENTS	80% or more of students will meet grade level standards in social science courses. Annually.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	80% or more of students will meet grade level standards in social science courses annually.
METHODS OF MEASUREMENT	Rubrics for Projects Curriculum-Based Measurements Grades/Report Cards
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	The students will demonstrate grade level skills and content knowledge of grade level appropriate science.
ACTIONS TO ACHIEVE GOAL	Through an integrated approach, students will study the area of science congruent with Next Generation Science Standards. Utilizing inquiry-based approach and experiential activities and projects, students will develop an understanding of science disciplinary core ideas and practices. Strategies include: hands on learning, project-based learning, gathering, and analyzing data, and integrating skills and concepts as they apply to different subjects. 100% of students will apply and communicate key learning in hands-on learning projects or service-learning projects.
MEASURABLE OUTCOME	80% or more of students will meet grade level standards in science courses annually.
GOAL AND OUTCOMES FOR LATINO STUDENTS	80% or more of students will meet grade level standards in science courses annually.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	80% or more of students will meet grade level standards in science courses annually.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	80% or more of students will meet grade level standards in science courses annually.

GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	80% or more of students will meet grade level standards in science courses annually.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	80% or more of students will meet grade level standards in science courses annually.
GOAL AND OUTCOMES FOR WHITE STUDENTS	80% or more of students will meet grade level standards in science courses annually.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	80% or more of students will meet grade level standards in science courses annually.
METHODS OF MEASUREMENT	Rubrics for Projects Curriculum-Based Measurements Grades/Report Cards
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will recognize the importance of visual and performing arts
ACTIONS TO ACHIEVE GOAL	The Academy will incorporate music and the arts into its curriculum, using state standards to guide lesson plans and instruction Students will engage in meaningful study the area of visual arts and performing arts through enrollment in courses offered by the Academy.
MEASURABLE OUTCOME	100% of TK-8 students will engage in the study of visual/performing arts annually, and high school students will take at least one year of Visual and Performing Arts courses that meet A-G requirements.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of TK-8 students will engage in the study of visual/performing arts annually, and high school students will take at least one year of Visual and Performing Arts courses that meet A-G requirements.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	100% of TK-8 students will engage in the study of visual/performing arts annually, and high school students will take at least one year of Visual and Performing Arts courses that meet A-G requirements.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of TK-8 students will engage in the study of visual/performing arts annually, and high school students will take at least one year of Visual and Performing Arts courses that meet A-G requirements.

GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of TK-8 students will engage in the study of visual/performing arts annually, and high school students will take at least one year of Visual and Performing Arts courses that meet A-G requirements.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	100% of TK-8 students will engage in the study of visual/performing arts annually, and high school students will take at least one year of Visual and Performing Arts courses that meet A-G requirements.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of TK-8 students will engage in the study of visual/performing arts annually, and high school students will take at least one year of Visual and Performing Arts courses that meet A-G requirements.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	100% of TK-8 students will engage in the study of visual/performing arts annually, and high school students will take at least one year of Visual and Performing Arts courses that meet A-G requirements.
METHODS OF MEASUREMENT	Course catalog Student schedules
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors toward their own well-being through healthy physical, social, and mental habits.
ACTIONS TO ACHIEVE GOAL	PE Courses will be available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	100% of K-8 students engage in physical education courses annually, and high school students will earn at least 10 credits of PE. By 5th grade, and continuing in 7th grade and 9th grade, students will have developed the requisite fitness levels to participate in skills assessed on the PFT.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of K-8 students engage in physical education courses annually, and high school students will earn at least 10 credits of PE. By 5th grade, and continuing in 7th grade and 9th grade, students will have developed the requisite fitness levels to participate in skills assessed on the PFT.

<p align="center">GOAL AND OUTCOMES FOR ENGLISH LEARNERS</p>	<p>100% of K-8 students engage in physical education courses annually, and high school students will earn at least 10 credits of PE.</p> <p>By 5th grade, and continuing in 7th grade and 9th grade, students will have developed the requisite fitness levels to participate in skills assessed on the PFT.</p>
<p align="center">GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES</p>	<p>100% of K-8 students engage in physical education courses annually, and high school students will earn at least 10 credits of PE.</p> <p>By 5th grade, and continuing in 7th grade and 9th grade, students will have developed the requisite fitness levels to participate in skills assessed on the PFT.</p>
<p align="center">GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS</p>	<p>100% of K-8 students engage in physical education courses annually, and high school students will earn at least 10 credits of PE.</p> <p>By 5th grade, and continuing in 7th grade and 9th grade, students will have developed the requisite fitness levels to participate in skills assessed on the PFT.</p>
<p align="center">GOAL AND OUTCOMES FOR ASIAN STUDENTS</p>	<p>100% of K-8 students engage in physical education courses annually, and high school students will earn at least 10 credits of PE.</p> <p>By 5th grade, and continuing in 7th grade and 9th grade, students will have developed the requisite fitness levels to participate in skills assessed on the PFT.</p>
<p align="center">GOAL AND OUTCOMES FOR WHITE STUDENTS</p>	<p>100% of K-8 students engage in physical education courses annually, and high school students will earn at least 10 credits of PE.</p> <p>By 5th grade, and continuing in 7th grade and 9th grade, students will have developed the requisite fitness levels to participate in skills assessed on the PFT.</p>
<p align="center">GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES</p>	<p>100% of K-8 students engage in physical education courses annually, and high school students will earn at least 10 credits of PE.</p> <p>By 5th grade, and continuing in 7th grade and 9th grade, students will have developed the requisite fitness levels to participate in skills assessed on the PFT.</p>
<p align="center">METHODS OF MEASUREMENT</p>	<p>Grades/Report Cards Student Schedules</p>

	Course Catalog Athletic Rosters
SUBPRIORITY G – FOREIGN LANGUAGE (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will be required to meet or exceed UC A-G language requirements.
ACTIONS TO ACHIEVE GOAL	The Academy will offer foreign language courses from beginning levels to AP level.
MEASURABLE OUTCOME	100% of students will be required to meet or exceed UC A-G language requirements.
GOAL AND OUTCOMES FOR LATINO STUDENTS	100% of students will be required to meet or exceed UC A-G language requirements.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	100% of students will be required to meet or exceed UC A-G language requirements.
GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES	100% of students will be required to meet or exceed UC A-G language requirements.
GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	100% of students will be required to meet or exceed UC A-G language requirements.
GOAL AND OUTCOMES FOR ASIAN STUDENTS	100% of students will be required to meet or exceed UC A-G language requirements.
GOAL AND OUTCOMES FOR WHITE STUDENTS	100% of students will be required to meet or exceed UC A-G language requirements.
GOAL AND OUTCOMES FOR STUDENTS OF TWO OR MORE RACES	100% of students will be required to meet or exceed UC A-G language requirements.
METHODS OF MEASUREMENT	Course Catalog Student Schedules
SUBPRIORITY H – APPLIED ARTS (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will take courses that qualify as part of Applied Arts.
ACTIONS TO ACHIEVE GOAL	The Academy will offer applied arts courses.
MEASURABLE OUTCOME	100% of students will take courses that qualify as part of Applied Arts. 80% or more of students will meet grade level standards in assigned Applied Arts course.

<p align="center">GOAL AND OUTCOMES FOR LATINO STUDENTS</p>	<p>100% of students will take courses that qualify as part of Applied Arts. 80% or more of students will meet grade level standards in assigned Applied Arts course.</p>
<p align="center">GOAL AND OUTCOMES FOR ENGLISH LEARNERS</p>	<p>100% of students will take courses that qualify as part of Applied Arts. 80% or more of students will meet grade level standards in assigned Applied Arts course.</p>
<p align="center">GOAL AND OUTCOMES FOR STUDENTS WITH DISABILITIES</p>	<p>100% of students will take courses that qualify as part of Applied Arts. 80% or more of students will meet grade level standards in assigned Applied Arts course.</p>
<p align="center">GOAL AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS</p>	<p>100% of students will take courses that qualify as part of Applied Arts. 80% or more of students will meet grade level standards in assigned Applied Arts course.</p>
<p align="center">METHODS OF MEASUREMENT</p>	<p>Course Catalog Student Schedules Grades/Report Cards</p>

ELEMENT C: STUDENT PROGRESS MEASUREMENT

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Education Code § 47605.6(b)(5)(C).

Methods by Which Measurable Pupil Outcomes shall be Measured

See “Goals, Actions and Measurable Outcomes to Achieve the State Priorities” in Element B for Methods of Measurement. A summary of the methods the Academy intends to use to measure student progress is provided below:

Assessment	Purpose	Grade	Timeline/ Frequency	Expectation
ELPAC Initial Assessment	The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.	TK-12 As prescribed	First 30 days of enrollment	Students are identified as either scoring Initially Fluent or English Learner.
ELPAC Summative Assessment	The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.	TK-12 Every year until Reclassified as Fluent English Proficient	Once a year	The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

CAASPP	State criterion-based assessment in ELA and Math	3-8, 11	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
California Science Test ("CAST")	State criterion-based assessment in Science	5, 8, once in high school	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
California Alternate Assessment ("CAA")	State alternative assessment in ELA, Math, and Science for qualified students	3-8, 11 for qualified students	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
Internally created test and performance tasks (presentations, papers, projects)	Measure standards mastery across all courses/subjects	TK-12	Daily/Weekly	Students show mastery and proficiency in content knowledge.

Curriculum Based Assessments	Assess mastery of unit/lesson content	TK-12	End of unit/end of semester/end of year	Students show mastery and proficiency in content knowledge.
Curriculum Based Benchmarks	Determine progress toward Standard Mastery in grade level core curriculum	TK-12	Quarterly	Students demonstrate progress toward Standards Mastery
PSAT	Preparation for AP Courses	10, 11	As prescribed	Students demonstrate aptitude for HS AP Courses.
CPFT	State criterion-based assessment in Physical Fitness	5, 7, 9	Spring/Once a year	Students demonstrate levels of health-related fitness
Smarter Balanced Practice Test	Practice the Smarter Balanced Assessment to familiarize the students with the structure of the SBAC Test	3-8, 11	Once per year	Students will become familiar with the test format.

Smarter Balanced Interim Comprehensive Assessment (ICAs)	Provide students with the same item types and formats of the SBAC to include performance tasks Provide teachers with overall scale score and performance level of each student	3-8, 11	Twice per year	The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year's LCAP.
Smarter Balanced Interim Assessment Blocks (IABs)	Provide students an opportunity to show standard mastery on smaller targets for instruction	3-8, 11	As assigned by teacher	The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year's LCAP.
SAT/ACT	Preparation for College Entrance	11, 12	As prescribed	Students will determine aptitude for success in college. Also, it is a college entrance requirement for many colleges and universities.

AP Exams	Provide students opportunity to take a college level course while still in high school and receive credit from college	10-12	As prescribed in May	Students will be exposed to a college level course while still in high school. Any student scoring a 3, 4 or 5 may receive credit at the college in which they enroll.
Dynamic Indicators of Basic Early Literacy Skills	Used to benchmark and monitor the development of early literacy and early reading skills	TK-8	As indicated by the publisher	Students will be expected to read at grade level or higher.
Assessments constituting “verified data” – STAR Assessments by Renaissance	Measures student growth in ELA and math, and allows the Academy and its teachers to make data-driven instructional decisions based on student performance and progress	2-12	Three times per year	Students will make annual progress of one-year or more.

Assessment Methodology and Philosophy

The Academy’s assessment methods are based on the following beliefs:

First, student assessments must be authentic. The Academy uses backward design planning to ensure assessments measure the actual learning that has taken place. Within this model, pretests are given, learning outcomes established, and assessments are designed before any learning activities are introduced. Teachers need to specifically know what State Standards and other information they want their students to attain before they can design the learning steps necessary for mastery of this information. There are fewer “textbook developed” tests and more teacher created and writing and speaking-based assessments.

Second, the Academy uses a variety of assessments (e.g., tests, observations, projects, standardized tests, classroom discussions, term papers) to determine student achievement.

Third, students need on-going assessments in order to ascertain whether skills and knowledge have been truly mastered. Teachers use formative (specific skills), summative (overall concepts), and benchmark assessments as evidence of student achievement.

Fourth, assessments should promote and support reflection and self-evaluation on the part of students, staff, and parents.

Assessment Design

Teachers are trained to identify what State Standards and other information that students are expected to know at the end of the course. The teacher determines the most appropriate type of assessment to measure the student's mastery of a given State Standard. All students take the state mandated assessments, but the assessments designed by teachers are often more valuable because they provide an opportunity for feedback on student mastery of State Standards prior to the end of the course when there is still an opportunity to re-teach a subject matter until the students master it.

Mandated Assessments

The Academy shall meet all statewide standards and conduct the required student assessments pursuant to Education Code Section 60605, and any other State Standards or assessments authorized in statute. The Academy shall participate in the California Assessment of Student Performance and Progress assessment system, CAST, and all other state-mandated assessments, including but not limited to the ELPAC and Physical Fitness Test/FITNESSGRAM.

The Academy shall track student progress through grade level multiple measures that provide data regarding academic growth from the beginning to the end of the year.

The Academy affirms that its methods for measuring student outcomes for State Priorities, as described in Element B of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605.6(b)(5)(C).

Data Management and Analysis

CAASPP data will be used to help the Academy plan meet its yearly growth goals. The Academy will identify a school information system ("SIS"), likely School Pathways, that has the capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. The staff is trained on how to interpret standardized test data and engaged in critical analysis of the data in order to determine how the Academy can address any performance deficiencies or negative data

trends. The data analysis is tied to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff are continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations. The goal is continuous improvement to achieve the highest possible quality educational program.

The Academy uses data from state testing, including the CAASPP and California Alternate Assessments to track subgroup progress. The CDE website is utilized to gather data on subgroup performance. The Academy will track and analyze percent meeting or exceeding standards of each numerically significant subgroup to ensure growth targets are met each year and the gap between the highest and lowest performing subgroups is decreasing.

The Academy will close the achievement gap for subgroups by first determining the subgroups which exhibit the greatest differential in performance according to CAASPP test data. The following are strategies and actions the Academy intends to implement to decrease any potential achievement gap between subgroups:

- Staff will participate in professional development to enhance instructional practices and methods;
- Before and after school intervention programs are utilized to target specific areas of need. Student progress in the intervention programs is monitored either weekly or bi-weekly. Student remediation or acceleration will occur as necessary;
- Data analysis of subgroup performance takes place upon release of the state test score results. The data will assist the Academy in creating targeted intervention programs and will assist in determining the needs of each subgroup to improve student academic performance; and
- The Academy will analyze its own data “in house,” using an MTSS data tracker on an Excel spreadsheet that includes all classes in all grades, which contains Benchmark Assessment data on it and is calculated automatically into percentages.

Use and Reporting of Data

The Academy will be data-driven. Teachers and parents use assessment data to monitor each student’s progress in meeting the State Standards as well as other content knowledge that is required by the Academy.

The Academy will use its student assessment data to drive professional development programs for teachers. Another resource is its teacher leadership. The Academy designates Lead Teachers who lead teams consisting of groups of grades (e.g., TK and K together, 1st and 2nd grade together, 3rd and 4th grade together, etc.) or subject matter for the higher grade levels. Teams of grade level or subject matter teachers will meet every week to plan and collaborate. Lead team meetings—i.e., the Lead Teacher and teachers from the relevant groups of grades or subject matters—also meet every week, with the Lead Teacher discussing events,

instruction, school updates, etc. Finally, there is also a Weekly Wednesday Lead Meeting, between all lead teachers and relevant members of the Academy's administration and office staff.

The Academy will use data from peer to peer reviews, leadership reviews, and student progress assessment to inform how the Academy structures and staffs its programs. Assessment data indicating that particular teachers are failing to deliver the high caliber of instruction and mentoring necessary for student success will drive decisions about employee retention.

Students scoring a proficiency level of Standard Not Met or Standard Nearly Met in the content areas tested at their grade levels are assessed and monitored frequently, based on their particular needs. They are also referred to before and after school instructional programs.

All parents are taught how to understand the assessment data for their child and to help their child succeed in meeting the State Standards. We view parents as vital and primary partners in their child's education, and we want them to understand where their child is excelling and where their child needs extra help.

Student progress towards skill mastery will be documented in standards-based report cards. A parent-teacher conference will be held during the first semester. Additional conferences shall be held on an as-needed basis. Teachers will share students' academic, social, emotional, and physical progress with parents. Upper grade students will participate in conferences, along with their parents, to reinforce student responsibility in their own learning process.

Teachers will use data to analyze their instructional programs at their particular grade level. Grade level teams meet weekly for this purpose. Each team will develop an action plan to address specific grade level needs, as well as individual student needs made evident by the results of the assessment data.

Teams will be organized by subject matter to increase communication between the different grade levels. Working in this manner will allow the Academy to address the areas of identified need more effectively. Our goal is to close the achievement gap experienced by economically-disadvantaged students, English Learners, special education students and other subgroups.

School Accountability Report Card

Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. Information from these assessments is included in the School Accountability Report Card that is distributed or made available to all stakeholders.

Local Control and Accountability Plan

Pursuant to Education Code Section 47606.5, on or before July 1 of each year, the Academy will produce, and the Board shall hold a public hearing to adopt, a Local Control and Accountability Plan ("LCAP"), which shall update the goals and annual actions to achieve

the goals identified in Element B of this charter regarding the State Priorities. The Academy shall use the LCAP template adopted by the State Board of Education and the Academy reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Academy shall submit the LCAP to the County annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Academy at the school site.

ELEMENT D: LOCATION OF EACH CHARTER SCHOOL FACILITY

“The location of each charter school facility that the petitioner proposes to operate.” Education Code § 47605.6(b)(5)(D).

Initial Facilities

The Academy intends to operate its initial facilities in the Orange Unified School District, at a facility located at 4100 E Walnut Ave, Orange, CA 92869. The Academy is in the process of finalizing a long-term relationship with the property in Orange, through a long-term lease with a party interested in purchasing the property. The facility consists of eight buildings surrounding a garden, and includes 20 classrooms and spaces for a library, computer lab, art studio, and performing arts center. The facility has sufficient space to serve approximately 450 students in grades TK-6. The facility has been renovated to ensure the space is safe and suitable for students and staff.

The Academy is also working on establishing accommodations for its 7th and 8th grade roll-out in 2022-2023, either temporarily on the existing campus or elsewhere.

Additional Facilities

The Academy is identifying prospective school facilities within the following school districts:

Capistrano Unified
Huntington Beach City School District
Huntington Beach Union High School District
Placentia-Yorba Linda Unified

The Academy has not finalized purchase or lease of a facility for its additional school sites. Once the charter is approved, the Academy will continue working toward securing a school facility. Concurrently with the submission of this Charter Petition, the Academy is submitting a request for facilities pursuant to Proposition 39 to the Orange Unified School District for operation in the 2022-23 school year, as an alternative to purchasing or leasing facilities for that school year.

Anticipated Requests for School District Facilities

In the event that the Academy is unable to continue leasing the facilities identified above or requires additional facilities, it reserves the right to request facilities under Proposition 39 and will meet all timelines and requirements associated with that process.

ELEMENT E: GOVERNANCE STRUCTURE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” Education Code § 47605.6(b)(5)(E).

Non-Profit Public Benefit Corporation

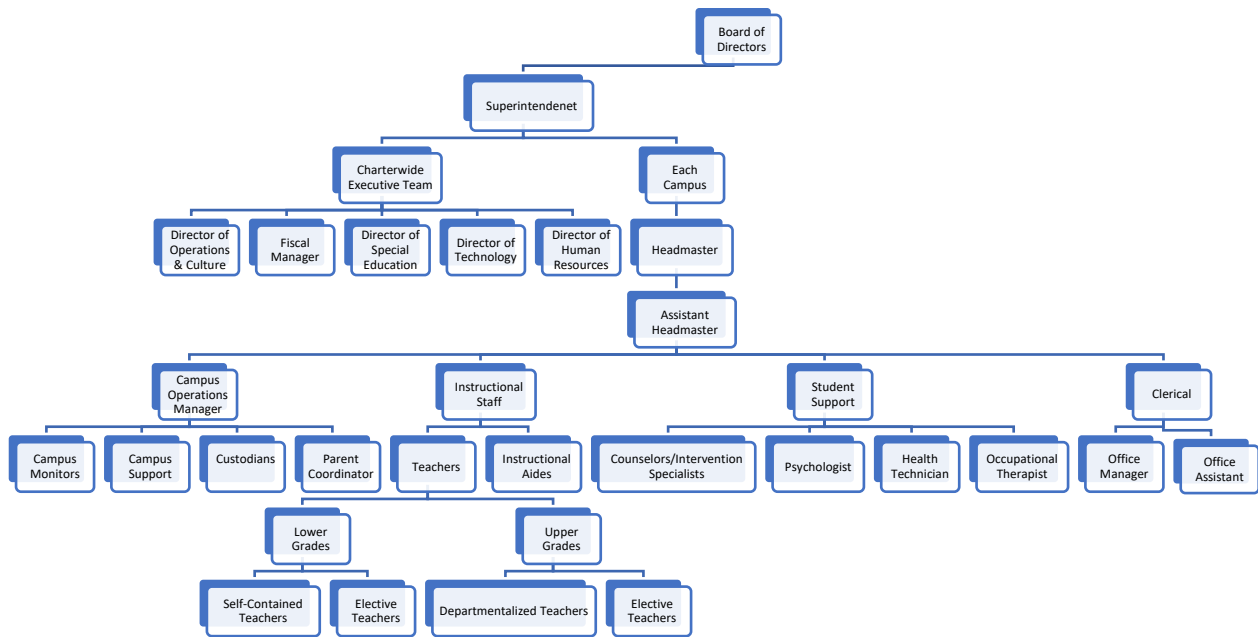
The Academy shall be operated by the Corporation, a California non-profit public benefit corporation formed pursuant to California law. The Academy shall be governed by the Corporation’s Board of Directors pursuant to its Bylaws.

The Academy shall be a directly-funded independent charter school and operate autonomously from the County, with the exception of the supervisory oversight by the authorizing agency as required by statute and other contracted services as may be negotiated between the County and the Academy. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts and obligations of a charter school that is operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Academy as long as the County has complied with all oversight responsibilities required by law.

Attached are the Articles of Incorporation (Appendix B), Board Bylaws (Appendix C) and Conflict of Interest Code (Appendix D).

Organizational Chart

The following organizational chart shows the proposed relationship among the governing board, executive leadership, site leadership, and site staff at full scale. We note that not all roles will be filled until necessary based on the grade levels served, the number of sites that are established, and the need to transition responsibilities based on the growth of the Academy in terms of the number of students enrolled and the number of employees, which may require additional instructional and administrative roles. Although the five-year budget assumes replication of existing roles at each campus for purposes of conservative budgeting, it is expected that due to economies of scale that certain administrative roles can serve all campuses, thus freeing up the budget to hire roles in other areas. For example, instead of hiring three business managers upon expansion, the Academy can hire one business manager, one director of human resources, and one director of technology.



Current Board of Directors

Five individuals currently serve on the Corporation’s Board of Directors:

Dr. Jeffrey Barke, Board Chair: Dr. Barke is a primary care physician in private practice in Newport Beach. He is a former 12 year elected school board member for the Los Alamitos Unified School District. Dr. Barke believes in community service and is a volunteer reserve deputy for the Orange County Sheriff’s Department serving as a Tactical Physician for the SWAT team. He is a Major in the Army Reserve Medical Corps.

Jean Judge, Treasurer: Mrs. Judge has two sons, one of whom attends OCCA I. She received her undergraduate degree from Harvard College in Government; her master’s degree from the London School of Economics; and her Juris Doctor degree from Harvard Law School. She clerked on the Ninth Circuit Court of Appeals and has practiced law at firms in the United Kingdom, Washington, and California. She is currently a Pro Se Staff Attorney for the United States Central District of California. She has extensive experience in internal investigations and compliance matters at the federal and state levels.

Dr. Stefan Bean, Secretary: Dr. Bean is the Area Superintendent for Aspire Los Angeles. Dr. Bean has more than 14 years as a Superintendent, associate superintendent, school principal, and 22 years in education. He oversees the performance, management, and operations of 11 schools, while maintaining collaborative relationships with various stakeholders, authorizing entities and growing school leaders. He holds both a master’s and Doctorate of Educational Leadership from California State University, Fullerton.

Dr. M. Andrew Moshier: Dr. Moshier is the Dean of the Chapman School of Communication; the Director of Interdisciplinary Initiatives for Chapman, and the Director of Chapman's Center of Excellence in Computation, Algebra, and Topology. He earned his Ph.D. in Computer Science from the University of Michigan. He attended college locally at the California State University, Fullerton, where he earned a Bachelor of Science.

Bishop Gale Oliver: Bishop Oliver was born and raised in Santa Ana. Bishop Oliver has served in the Ministry since May 2000. He has served as an Associate Pastor, Senior Pastor, Bishop, and was ordained as an Apostle in 2019 for the Greater Light Family Church. In addition, he served as CEO of Dream Big & Make it Happen Media Ministries.

General Policies Regarding Board Composition

According to the Corporation's Bylaws, the number of directors shall be no less than three (3) and no more than nine (9). Each director shall hold office unless otherwise removed from office for two (2) years and until a successor director has been designated and qualified. At the end of their term, directors are eligible to be reappointed by a majority of the board. No employee of the Academy may serve on the Board of Directors.

In accordance with Education Code Section 47604(c), the County Board may appoint a representative to sit on the Board. If the County Board chooses to do so, the Academy shall appoint an additional member as necessary to ensure that the Board is maintained with an odd number of directors.

Method for Selecting Board Members and Relevant Qualifications

Whenever any vacancy occurs in the Board, it shall be filled without undue delay by the affirmative vote of a majority of the current directors at a regular or special meeting of the Board. The Board accepts applications on the Academy webpage and seeks candidates who support the Academy's curriculum, mission, vision, and philosophy, and who embrace the ideals of classical education.

Board Duties

The Board is responsible for the operation and fiscal affairs of the Academy including, but not limited to, the following:

- Approval of the annual budget, calendar, salary schedules, major fundraising events, and grant writing;
- Acting as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Academy in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Academy;
- Approval of contracts over a certain threshold, contract renewals, and personnel actions (e.g., hiring, discipline, dismissal);
- Approval of the Bylaws, resolutions, and policies of the Academy's operations;

- Approval of all material revisions to the charter to be submitted to the County as necessary;
- Long-term strategic planning for the Academy;
- Establishing Board committees as needed;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Hiring, supervising, and disciplining the Superintendent;
- Monitoring the performance of the Academy and taking necessary actions to ensure that the Academy remains true to its mission and charter;
- Monitoring the fiscal solvency of the Academy;
- Participation in the Academy's independent fiscal audit;
- Participation as necessary in student expulsion matters;
- Increasing public awareness of the Academy; and
- Fundraising efforts

The Board of Directors may initiate and carry out any program or activity that is not in conflict or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Academy shall have no authority to enter into contracts for or on behalf of the County. All contracts entered into by the Academy shall be the Academy's sole responsibility. The County shall have no authority to enter into contracts on behalf of the Academy without the Academy's approval.

Board Meetings

The Board meets at least monthly (except for summer months) to review and act on its responsibilities. All meetings are held in accordance with the Brown Act and Education Code Section 47604.1(c).

All Board meetings are open to the public and each agenda includes time for parent, student, and community input. However, discussions regarding personnel, litigation, real estate negotiations, and similar topics requiring confidentiality are held in closed session as provided under the Brown Act. Decisions made in closed session are reported in open session at the conclusion of the closed session. Board meetings are held in compliance with the Bylaws and the Academy agrees to adhere to the Brown Act.

The Board has adopted and adheres to a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 87100 et seq., Government Code Section 1090 et seq. as set forth in Education Code Section 47604.1, applicable conflict restrictions required by the Corporations Code, and which shall be updated with any charter school-specific conflict of interest laws or regulations conflicts restrictions that may be adopted in the future as applicable to the Academy. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval. The Academy shall also comply with the Public Records Act.

The Board meetings are led by a Board President, who is elected annually by the Board at the annual organizational meeting of the Board of Directors.

As long as a quorum exists as defined by the corporate Bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board participates in training regarding board governance, the Brown Act, and conflict of interest laws. The Board may also attend workshops and conferences held by the Charter Schools Development Center, the California Charter Schools Association, and the Barney Charter School Initiative.

Board Committees

The Board has a standing Audit Committee, per its bylaws, and forms ad hoc committees as necessary.

Board Delegation of Duties

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 or contractor of the Academy any of those duties with the exception of employment of the Headmaster(s) or, once multiple school sites are open, the Superintendent (or equivalent), approval of Board policies, approval of the budget or budget revisions, approval of the fiscal audit, or purchases over \$10,000. 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 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.

Fiscal Policies and Controls

The Board shall adopt policies and internal controls designed to prevent fraud, embezzlement, and conflicts of interest, and to ensure the implementation and monitoring of such policies and controls, a copy of which is proposed to be adopted is attached as Appendix E. The Board shall review these policies regularly and assess compliance with the same.

Superintendent

The Superintendent reports directly to the Board. The Superintendent will implement the

strategy of the Corporation, and his/her key duties and responsibilities will include:

- Ultimate oversight and responsibility for an efficient management, staff, and infrastructure, including the annual operating budget, supervision of Headmasters, and implementation of the multi-site model
- Attracting, developing, and retaining results-oriented, high-performing teachers and employees, and developing a productive, self-motivated, and inspiring work environment of empowerment;
- Working with the Board and leadership team to design multi-year programmatic, strategic plan, business plan and, subsequently, implementing them;
- Securing sources of funding from foundations, corporations, and individual donors;
- Facilitating communication and coordinating efforts between various possible Academy groups, parents, and elected officials; and
- Serving as the face of the Academy by representing it and the cause to key stakeholders, developing strategic partnerships, and leading marketing and development of a regional presence and reputation
- Attend meetings at the County as requested by the County and stay in direct contact with the County to assist the County in its oversight duties;
- Subject to Board action, hire, supervise and discipline all employees of the Academy.
- Provide performance evaluations of all executive-level employees at least once annually;
- Prepare proposals of policies for adoption by the Board;
- Provide comments and recommendations regarding policies presented by others to the Board;
- Advise the Board and make written recommendations to the Board on programs, policies, budget and other Academy matters;
- Communicate with the Academy's legal counsel;
- Stay abreast of school laws and regulations;
- Participate in the dispute resolution procedure and the complaint procedure when necessary;
- Write applications for grants;
- Provide all legally required financial reports to relevant bodies;
- Develop and administer the budget as approved by the Board in accordance with generally accepted accounting principles;
- Present quarterly financial reports to the Board of Directors;
- Provide leadership in the implementation of curriculum;
- Oversee student disciplinary matters involving suspension or expulsion;
- Attend all Academy Board meetings and attend as necessary County Board meetings;
- Foster an amicable relationship between the County on the one hand and the Academy on the other and facilitate the sharing of resources between both entities;

- Establish a communication model to facilitate communication among all the groups within the Academy, between the Academy and the County, and between the Academy and the community at large;
- Develop the Academy’s annual performance report, SARC, and LCAP; and
- Present performance report to the Academy Board and, upon review by the Academy Board, present report to the County Board and the County Superintendent.

Headmaster(s)

The Headmaster at each campus ensures that the curriculum is implemented in order to maximize student-learning experiences.⁸ Each Headmaster works to ensure the orderly operation of the campus to which they are assigned and the supervision of all employees at their campus.

The Headmaster is responsible for administering the day-to-day operations of the campus to which they are assigned, working with the Superintendent, on-site support services team, the County, parents, and community members and the other governing bodies specified by local and state law. Each Headmaster’s duties shall include, but are not limited to, the following:

- Provide instructional leadership to the Academy and at their assigned campus in particular
- Supervise all employees of the Academy at their assigned site and make recommendations to the Superintendent regarding the hiring of all Academy employees at the site;
- Provide performance evaluations of all Academy employees at their assigned site at least once annually;
- Prepare proposals of Academy and site-specific policies for consideration by the Superintendent;
- Participate in the dispute resolution procedure and the complaint procedure when necessary, as applicable to their assigned campus;
- Provide assistance and coordination in the implementation of curriculum;
- Oversee parent/student/teacher relations;
- Ensure that the needs of special education students are being met;
- Ensure that the needs of EL students are being met;
- Attend IEP meetings as required by law;
- Oversee student disciplinary matters at their assigned campus, subject to coordination with and supervision by the Superintendent;
- Coordinate the administration of standardized testing;
- Plan and coordinate student orientation;
- Site safety;
- Support the development of the Academy’s annual performance report, SARC,

⁸ Until the Academy operates more than one campus, the Superintendent will serve the role of Superintendent and Headmaster.

- and LCAP;
- Facilitate Open House events.

The above duties may be delegated to the Support Services Team (see below) or contracted as approved by the Superintendent to another employee of the Academy or to an appropriate third party provider as allowed by applicable law.

Support Services Team

Under the leadership of the Board and the direction of the Superintendent, the support services team will provide support services to the Academy in the following areas: Finance, Compliance, Facilities, Human Resources, Safety, and Information Technology.

The support service team's duty is to serve the Academy in a way that allows the Academy to focus on student education.

Process for Parent or Guardian Involvement and Input in Governance

The Academy shall utilize an Academy Advisory Council, Academy-wide, with sub-councils at each site, functioning like a School Site Council, to ensure that parents and teachers are regularly consulted about the educational program and operations of the Academy and have the ability to participate actively in the governance of the Academy as a whole and at each site. The Academy Advisory Council's actions shall be advisory to the Superintendent, Headmaster(s) and Board.

It is anticipated that the Academy Advisory Council (Academy-wide) shall be comprised of:

- Up to five (5) parents;
- Up to four (4) teachers;
- One (1) classified employee;
- Up to four (3) community members who are neither staff nor teachers at the Academy;
- Superintendent of the Academy or designee.

It is anticipated that Site Advisory Councils shall be comprised of:

- Up to three (3) parents;
- Up to two (2) teachers;
- One (1) classified employee;
- Up to one (1) community members who are neither staff nor teachers at the Academy;
- Headmaster of the Academy or designee.

The Academy Advisory Council, with input from the Site Advisory Councils, shall assist in developing the LCAP and provide advice to the Superintendent and Board regarding any item of the Academy's operations or educational program. It shall be provided a copy of the

financial audit provided to the County and all state assessment results so that it can play an active role in identifying any weaknesses in the educational program that need to be addressed.

Parents are highly and often encouraged to volunteer at the Academy. Through ParentSquare, the Academy will reach out to all parents to volunteer in various capacities, including to correct student work,

The Headmaster at each site shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/Academy (including at-home assistance); tutoring; attending parent-teacher conferences; attendance at Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or other activities. No student will be excluded from the Academy or activities due to the failure of his or her parent or legal guardian to volunteer at the Academy. Parents will be notified of the same in the Academy's family handbook, which is distributed to parents annually.

The Superintendent and Headmaster(s) also will hold monthly coffee meetings with parents and arrange for parent educational sessions regarding classical education.

ELEMENT F: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” Education Code § 47605.6(b)(5)(F).

Equal Employment Opportunity

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

The Academy shall screen, hire, and develop professional, effective and qualified personnel to serve in administrative, instructional, and support capacities. The recruitment process includes, but is not limited to: posting job descriptions on teacher hiring websites; promoting the Academy at universities and their job fairs, community events and organizations, and through word-of-mouth through current staff. The screening process for new hires includes multiple interviews with a series of stakeholders and evaluation against hiring objectives and rubrics for the role. Teachers are asked to present a sample lesson. The Academy reviews letters of recommendation and speaks with references. The relative merits of candidates are discussed amongst members of a hiring committee convened by the Superintendent, and the Superintendent makes a decision to hire, subject to approvals by the Board as required.

All Academy staff will be of good character and will indicate a genuine interest in the educational program of the Academy. Each potential employee will meet all applicable laws pertaining to employment including, but not limited to, furnishing the Academy with a criminal record summary as required by Education Code Section 44237. No employee shall commence employment prior to clearing the criminal background check and taking a tuberculosis (“TB”) risk assessment and, if necessary, examination. All Academy hiring practices will comply with federal and state anti-discrimination laws.

Teacher Credentialing Requirements

The Academy shall adhere to all requirements of the ESSA that are applicable to teachers and/or paraprofessional employees in charter schools.

The Academy shall employ and retain teaching staff who hold the certificate, permit, or other documents issued by the Commission on Teacher Credentialing required for that teacher’s certificated assignment. As authorized under Education Code Section 47605.6(l), the Academy may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements

of the applicable statutes or regulations in the same manner as a governing board of a school district. All teachers shall possess a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340, and 44341.

Teachers are responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the Academy's operational policies. Documentation of teachers' teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing shall be maintained in the personnel file of each teacher and made available for inspection at the Academy.

The Academy shall maintain current copies of all teacher credentials and make them readily available for inspection.

All teachers in the Academy shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340 and 44341.

Qualifications for Key Positions

As the Academy grows, it intends to employ one Headmaster per site under the supervision of a Superintendent who would be the single point of delegation from the Board. As noted above, while the Academy operates one campus, a Headmaster of that campus and Superintendent role shall be held by the same person.

Superintendent

The Superintendent is the chief executive responsible for managing the Academy's operations as at large, as described in Element E, above. Qualifications for the position of Superintendent include:

- Master's degree or higher, or bachelor's degree and substantial relevant experience leading a high-performing school
- At least five years of experience in an executive school leadership role as a superintendent, executive director, or principal
- Administrative credential preferred
- Teaching credential and minimum of five years teaching experience
- Commitment to the educational vision of the Academy
- Understanding of education law
- Experience that demonstrates the ability to organize, motivate, delegate, and manage;
- Strong written and oral communication skills.
- Preferred: Fluency in foreign language(s), knowledge of the classics
- Background/fingerprint/TB clearance

Headmaster(s)

Headmasters are responsible for the management of their assigned campus, as described in Element E, above. Qualifications for the position of Headmaster include:

- Master's degree or higher, or bachelor's degree and substantial relevant experience leading a high-performing school
- At least three years of experience in an executive school leadership role as an executive director, principal, or vice principal
- Administrative credential preferred
- Teaching credential and minimum of three years teaching experience
- Commitment to the educational vision of the Academy
- Understanding of education law
- Experience that demonstrates the ability to organize, motivate, delegate, and manage;
- Strong written and oral communication skills.
- Preferred: Fluency in foreign language(s), knowledge of the classics
- Background/fingerprint/TB clearance

Assistant Headmaster

Assistant Headmasters support the Headmaster at each campus in various functions. Assistant Headmaster carry out the Academy's educational vision and provide support and resources for teachers and students. Responsibilities of Assistant Headmasters include:

- Implement, supervise, and monitor core and supplemental instructional programs leading to continuous student learning improvement and student mastery of State Standards
- Support the site Headmaster in developing and implementing long and short-range plans for academic achievement
- Develop, support, guide, and evaluate teachers, counselors, and other personnel to ensure the academic achievement of all student subgroups and targeted student populations
- Provide instructional support by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including special education students, English learners, and meeting the needs of socioeconomically disadvantaged students
- Monitor EL progress and implementation of strategies regarding the same
- Serve as an instructional team resource to teachers, parents, and students
- Implement professional development activities on campus
- Oversee on-campus assessment activities and data collection, including with respect to the ELPAC, CAASPP, and other assessments.
- Support Headmaster in oversight of student services and extracurricular activities
- Organize, assist, and implement the campus safety plan and ensure compliance with mandated child abuse reporting

Qualifications:

- Master's degree or higher, or a B.A./B.S. degree and relevant experience in school administration
- Administrative credential preferred

- Teaching credential and minimum of three years teaching experience
- Commitment to the educational vision of the Academy
- Understanding of education law
- Experience that demonstrates the ability to organize, motivate, delegate, and manage;
- Strong written and oral communication skills
- Preferred: Fluency in foreign language(s), knowledge of the classics
- Background/fingerprint/TB clearance

Director of Operations and Culture

The Director of Operations & Culture manages and oversees all Academy functions related to office operations, compliance, community relations, and facilities in accordance with the Academy's standards and under the supervision of the Superintendent. Additionally, in coordination with the Superintendent, the Director of Operations & Culture will plan and execute the Academy's plan to operate as a multi-site TK-12 school. The Director of Operations & Culture will also train and improve the culture of staff, students, and parents to be firmly grounded in its mission and vision as a classical charter school.

Qualifications:

- Bachelor's degree required; master's degree preferred
- Administrative credential preferred
- Teaching credential and minimum of three years teaching experience
- Demonstrated commitment to students and learning
- Deep understanding and the ability to provide training around classical education
- Excellent communication, presentation, and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team
- Experience in charter school development
- Background/fingerprint/TB clearance

Director of Special Education

The Director of Special Education coordinates services for the Academy's special education program. Their job responsibilities include:

- Administer academic diagnostic tests
- Participate as a member of a team to identify the needs and specific goals and objectives of each child's IEP and develop IEPs to reflect the same
- Consult and articulate with faculty and parents via meetings, phone, and email regarding the needs and progress of students
- Create and maintain notifications, records, files, and reports as required by federal,

state, and SELPA regulations

- Implement, monitor, and maintain the Academy's special education program consistent with the description provided in Element A of this petition, above, and with respect to the goals and outcomes for special education students as provided in Element B
- Assist with coordination of transportation for students with disabilities
- Ensure that IEP goal progress reports are disseminated to parents in a timely manner
- Review, disseminate, and provide support to teachers and special education staff on special education procedures and protocols
- Provide professional development for teachers and classified staff regarding special education
- Maintain knowledge of current regulations pertaining to special education and ensure schoolwide compliance with the same
- Participate in SST meetings and follow up plans as needed
- Collaborate with faculty to ensure that students modifications and accommodations are being appropriately implemented in general education classrooms
- Demonstrate knowledge of, and support, the Academy's mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Qualifications:

- Bachelor's degree from an accredited college or university
- California Special Education Credential (Mild/Moderate, including Autism certificate)
- Bachelor's degree required, master's degree in special education or related field preferred
- 2+ years working with students which special needs in an educational setting required
- Eligibility for Administrative Services Credential preferred
- Knowledge of special education principles, concepts, methodologies, and documentation requirements
- Knowledge of special education assessment, planning, instruction, and evaluation
- Knowledge of child cognitive development and different learning styles
- Ability to implement students' IEPs

Speech-Language Pathologist/Occupational Therapist

This role works with the Academy's administrative team at each campus to support the implementation of the Academy's Blended Model program activities. This role provides diagnostic, remedial, and consultative services for children with communicative disorders; performs as support staff member in school to determine specific needs of children who display speech, language, and hearing difficulties. Responsibilities include:

- Screen pupils for communicative disorders and select cases according to appropriate criteria as determined by speech-language pathologist and by state and federal guidelines

- Employ assessment procedures, techniques, and standardized tests necessary for thorough and accurate diagnosis of communication disorders
- Convey pertinent information to appropriate personnel, including referrals to community agencies
- Conduct thorough triennial assessments of speech/language deficits
- Assess and make necessary referrals for preschool children with communicative disorders
- Determine if students are eligible for services in the areas of articulation/phonology, abnormal voice, fluency, and language
- Provide written report for parents and applicable personnel after assessment is completed
- Develop and implement IEPs
- Review IEPs at least annually
- Schedule and provide individual and/or group therapy as determined by the IEP team
- Make appropriate referral if a student's performance indicates the need for a more restrictive environment
- Meet and confer with teachers about methods and techniques for dealing with special problems and modifying education programs for speech/language/hearing problems
- Arrange for necessary materials and equipment for speech therapy activities
- Assume responsibility for implementation of the Academy's policies, and applicable regulations related to speech and language therapy services
- Participate in the formation of policies, standards, objectives, guides, forms, and procedures related to speech therapy/pathology
- Acquaint members of the community, administrators, and other school personnel about speech, language, and hearing problems
- Attend meetings and required workshops
- Perform any other duties assigned by the Headmaster
- Pursue professional growth through conferences, workshops, and coursework.
- Actively participate in local, state, and national professional speech and hearing organizations

Qualifications:

- Bachelor's degree or higher from an accredited university; master's degree or equivalent preferred
- Clear Clinical or Rehabilitative Services Credential, Authorized Field: Language, Speech and Hearing
- 2+ years working with students which special needs in an educational setting required

Teacher

The Academy provides new professional opportunities for teachers and creates opportunities to tap the expertise and experience of qualified professionals previously excluded from the public school system.

The most important qualities for our teachers are:

- Familiarity with or willingness to be trained in the Academy’s curriculum sequence and learning styles;
- A demonstrable effectiveness in teaching; and
- A willingness to work hard, take responsibility and exercise leadership for the Academy as a whole.

Qualifications:

- In accordance with Education Code Section 47605.6(l), possession of a certificate, permit, or other documents issued by the Commission on Teacher Credentialing required for that teacher’s certificated assignment. Dedication to putting in time, energy, and effort in developing the Academy’s program.
- Bachelor’s degree
- Subject matter expertise with respect to departmentalized teaching positions
- Experience and training in serving EL students; possession of a CLAD authorization strongly preferred for non-ELD teachers, required for ELD teachers
- Experience and training in implementing MTSS preferred
- Commitment to working with parents as educational partners.
- Willingness to become a learner as well as teacher or coach in the Academy.
- Knowledge or willingness to become knowledgeable about the developmental needs of our students.
- Sensitivity to social as well as academic needs of the students.
- Willingness and ability to plan cooperatively with other teachers.
- Willingness to be trained in the use of different curricula and learning styles in the classroom.
- Willingness to take a leadership role in some aspect of the Academy’s development; and
- A strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development.
- Preferred: knowledge of the classics, advanced degrees, fluent in foreign language(s)
- Background/fingerprint/TB clearance

Instructional Support Roles

Instructional support employees assist the classroom teacher(s) in providing a high quality, personalized education program for students. They work during the school day and/or the after school program. The ideal candidate for this position is a recent college graduate who has an interest in pursuing a career as an educator. Duties and responsibilities include:

- Support classroom systems/procedures and help manage student behavior to ensure all students are fully engaged in learning
- Develop and implement lesson plans and classroom activities consistent with State Standards and the Academy Instructional Guidelines

- Assess students regularly in accordance with Academy guidelines and analyze assessment data
- Collaborate with Academy team members to improve own and others' instructional practices; share best practices
- Help classroom teacher(s) provide students and their families with regular and timely information on classroom activities and student progress
- May help track critical student information and maintain accurate student records, including attendance, in accordance with Academy procedures
- Identify unique student needs and collaborate with other team members and outside service providers to diagnose and address learning challenges
- Assist with planning and executing differentiated instruction for students with a variety of needs, including: parallel teaching, small group and/or one-on-one instruction.
- Teach students in the after school program, especially intervention and acceleration for students below grade level
- Demonstrate knowledge of, and support, the Academy's mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Qualifications:

- Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test
- Bachelor's degree in education, teaching, or related field preferred
- At least one year working with students as a teacher, teacher intern, or teaching assistant preferred
- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement the Academy's instructional guidelines and best practices
- Ability and willingness to reflect and improve
- Strong written and verbal communication skills; ability to collaborate with colleagues, parents and community
- Background/fingerprint/TB clearance

Special Education Paraprofessional

- Assist Special Education teacher in supporting students with disabilities in the general education curriculum by creating the daily schedule
- Provide services, supports and interventions directly to students under guidance and daily supervision of Special Education teacher, to ensure students meet academic and behavioral goal, provide 1:1 support to student in classroom, explain instructions to students, model appropriate behavior, communicate regularly with classroom teacher
- Help provide testing accommodations, (e.g., supervise student testing in a separate location or during an extended time, etc.)
- Assist student and classroom teacher to implement behavior plan
- Demonstrate knowledge of, and support the Academy's mission, vision, value

statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior

- Perform other related duties as required and assigned

Qualifications:

- Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test
- Bachelor's degree in education, teaching, or related field preferred
- At least one year working with students as a teacher, teacher intern, or teaching assistant preferred
- Knowledge of child cognitive development and different learning styles
- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students' IEPs
- Ability and willingness to reflect and improve
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities
- Excellent written and verbal communication skills; ability to collaborate with general education and special education colleagues, parents and community
- Background/fingerprint/TB clearance

Counselors

Counselors provide guidance services to students for the early identification and intervention for barriers to academic achievement. They work directly with students to evaluate their abilities and interests to develop academic goals that will lead to future college and career successes. Counselors collaborate with parents, teachers, and school administration to implement strategies to help students develop knowledge, skills, and attitudes that promote personal, emotional, and academic growth. Counselors' responsibilities include:

- Help students effectively utilize the educational opportunities of the Academy
- Recommend available resources within the Academy and community to meet the needs of individual students (and assist in making such referrals and contacts)
- Maintain accurate records documenting student progress towards graduation such as mini-cumulative files, grade checks, and graduation plans
- Provide individual and group counseling and guidance to students in the academic, personal-social, and career domain
- Participate in the decision-making process as it relates to the educational plan for each student
- Support student successful student matriculation between grades and school levels
- Develop programs to address student attitudes, understanding of self and others, communication skills, goal-setting/decision-making, career awareness, college preparation, and post-secondary planning
- Regularly check report cards and assessment data and identify students requiring academic intervention

- Use data (multiple measures) to identify areas of strength and need for instruction and behavioral support
- Develop and monitor of student intervention plan utilizing an integrated data assessment system
- Design and implement specific strategies that promote intellectual, social, and physical growth in all identified intervention students
- Work with the Director of Special Education, School Psychologist, and SST to help determine eligibility for special education services

A counselor specializing in college admission will be responsible for the following:

- Educate students and parents about colleges and the college admissions process
- Meet with students, individually and in groups, to discuss the college application process and provide advice on individual college choices
- Advise students on curricular choices, and work with students to understand college admissions, especially aspects of the process that may be uniquely relevant to them
- Meet with college admissions representatives who visit the campus and facilitate meetings between college representatives and students
- Lead workshops and information sessions that focus on various aspects of the college application process, such as academic programs, financial aid, scholarships, and decision making
- Keep students and parents informed about test dates, college application deadlines, and college information sessions through letters, emails, and other forms of communication
- Maintain and share information on colleges, college guides, scholarships, and financial aid with other school officials, students, and parents
- Serve as a liaison with college admissions offices throughout the year
- Keep track of admission decisions and statistics, and report this data as necessary
- Keep abreast of issues and trends in college admission, higher education, and testing, and share this information with the Academy's employees and administration team
- Maintain membership in professional organizations such as the College Board
- Maintain and disseminate information about standardized tests such as SAT and ACT
- Help to administer AP and PSAT exams

Qualifications:

- Bachelor's degree from an accredited college or university
- Pupil Personnel Services Credential with an authorization in school counseling highly preferred
- Ability to communicate effectively, orally and in writing, with all stakeholders, both individually and as a group
- Ability to work effectively to meet the unique needs of English learners, special education student, and socioeconomically disadvantaged students.
- Deep understanding of the college admissions process and capacity to advise students regarding the same.
- Impeccable organization skills

- Working, proficient knowledge of Microsoft Office, Excel, student information systems and other organizational technology
- Background/fingerprint/TB clearance

School Psychologist

The School Psychologist supports student achievement and success at both the individual and at the school level, providing expertise in mental health, learning, and behavior. The School Psychologist collaborates with families, teachers, counselors, administrators, and other stakeholders to help create a learning environment that is safe, healthy, and supportive for students and that strengthens the connections between home, school, and the community.

The responsibilities of the School Psychologist include:

- Deliver a planned and coordinated program of psychological services
- Provide counseling, instruction, and mentoring for those struggling with social, emotional, and behavioral problems
- Participate in the Academy's intervention process to support student success at school, including consulting with school personnel, parents, and others regarding concerns about student progress
- Conduct psychoeducational assessments of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning
- Evaluate eligibility for special education services (within a multidisciplinary team)
- Assist in developing a written IEP for students who are eligible for special education placement and/or service, including with the development of behavior support plans
- Increase achievement by assessing barriers to learning and determining the best instructional practices or accommodations to support student success
- Identify and address learning and behavioral problems that interfere with school success
- Promote wellness and resilience by reinforcing communication and social skills, problem solving, anger management, self-regulation, and self-determination
- Work with teachers and multidisciplinary teams to design and implement academic and behavioral interventions
- Work with teachers and multidisciplinary teams to design and implement student progress monitoring systems
- Work with teachers and multidisciplinary teams to identify and resolve academic, social, and emotional barriers to learning
- Promote school policies and practices that ensure the safety of all students by reducing school violence, bullying, and harassment
- Collaborate with administrators and multidisciplinary teams to support implementation of school-wide programs that help build and maintain a positive school climate conducive to learning
- Participate as a crisis team member and provides crisis intervention for students and staff in the advent of sudden illness or injury
- Provide individual and group counseling services as indicated on IEPs
- Maintain confidentiality regarding all school and health-related issue

Qualifications:

- Master's degree in school psychology or related field
- California Pupil Personnel Services credential for school psychology preferred
- Master's Degree in School Psychology or related field preferred
- Background/fingerprint/TB clearance

Business Manager

The Business Manager oversees the Academy's accounting, payroll, and procurement processes. The Business Manager works closely with the Academy's back office provider and is responsible for all district, local, state, and federal reporting requirements related to fiscal matters. The Business Manager is also responsible for managing the accounting system. The Business Manager must keep abreast of new developments in the financial compliance space and make necessary adjustments to the Academy's accounting activities.

Qualifications:

- Bachelor's degree from an accredited college or university in accounting, business, finance, or related subject area
- Coursework in education is a plus
- Five+ years of experience in accounting
- Three+ years of management experience
- The following work experience is preferable:
 - Experience with charter schools
 - Experience working directly with executive team
- Background/fingerprint/TB clearance

Director of Human Resources

The Director of Human Resources is responsible for leading and overseeing all Human Resources policies, processes and programs for the Academy. The Director of Human Resources manages the Academy's benefit programs, recruiting, employee on-boarding and exits, and shall ensure compliance with labor laws, regulations, and policies.

The Director of Human Resources must meet the following requirements:

- Bachelor's degree from an accredited college or university
- Five+ years' experience in Human Resources in a managerial/supervisory role
- Knowledge of human resources rules, processes, and best practices
- Knowledge of rules and regulations related to employee benefits
- Knowledge of rules and regulations related to employee leaves of absences, including workers compensation laws
- Background/fingerprint/TB clearance

Director of Technology

The Director of Technology manages, develops, and coordinates all information and

communication technology for the Academy. This role supervises, participates in, and is responsible for the operation of technology programs at the Academy, providing daily planning, organization and management of the network/server infrastructure, helpdesk support and SIS. The Director of Technology's responsibilities include:

- Manage and maintain day-to-day operations of the Network/Server Infrastructure, Helpdesk and the Student Information System
- Oversee the installation and maintenance of local area network hardware/software
- Solve issues with troubleshooting, system backups, archiving, disaster recovery and provide expert support when necessary
- Plan, develop and manage data and network security systems including LAN/WAN design
- Prepare, maintain and test disaster recovery and system backup plans
- Implement routine preventive maintenance on hardware and software
- Create reviews and monitor standards for new and ongoing IT projects
- Evaluate efficiencies of current systems and organize data conversions of new enterprise systems
- Develop and prioritize information system strategies for all programs providing data to school management systems
- Work with outside consultants to develop applications specific to school management systems
- Build and maintain vendor relationship and manage the purchasing of all software, hardware and other IT related products/supplies
- Supervise the asset management of all technology equipment throughout the Academy
- Manage and support student and teacher laptop program
- Implement and manage systems that facilitate distance learning where students and/or faculty are unable to be physically present on campus.

Qualifications:

- Bachelor's degree from an accredited college or university
- Three years of management or supervisory experience in the information technology or related field
- Three years of hands on System/Network Engineering experience in a medium to large school/district or private sector environment
- Experience at a school site is preferable
- Knowledge of systems technology, application design, and systems architecture
- Technical knowledge of computer systems, technical networks, information systems, LAN/WAN and technical standards
- Background/fingerprint/TB clearance

Campus Operations Manager

The Campus Operations Manager manages the facility to ensure a clean school facility that is maintained to provide a safe, secure and comfortable environment conducive to student learning. Additionally, the Campus Operations Manager will supervise and manage campus

monitors, as well as oversee the food service operations

Qualifications:

- High school diploma or GED; bachelor's degree preferred
- 2-3 years of increasing level of custodial/building management experience
- Ability to manage, guide and support facility staff
- Knowledge of safe and efficient use of cleaning materials, chemicals, tools and equipment
- Ability to complete minor maintenance, e.g., replace light bulbs/filters up to mid-level maintenance, e.g., stucco repair, plaster wall repair
- Ability to maintain complex records
- Ability to work independently
- Ability and willingness to meet the physical requirements necessary to perform the required duties, including ability to lift, carry, push, pull and move heavy objects on a regular basis
- Ability to communicate effectively in verbal and written form, with both students and adults
- Ability to interact appropriately with children of different ages in school setting respecting and understanding boundaries
- Background/fingerprint/TB clearance

Office / Administrative / Clerical Roles

The clerical office staff is responsible for performing various clerical duties that help to ensure the Academy operates smoothly and efficiently. The responsibilities of the clerical office staff include:

- Greet and assist walk-ins, visitors, students, parents/guardians and staff in a professional manner
- Answer questions regarding all aspects of the Academy, directing to appropriate staff for assistance when necessary
- Answer telephone calls, take messages and/or route to the proper office/staff
- Schedule IEPs
- Arrange daily coverages for IEPs and set up daily period-by-period teacher coverages as required
- Set up daily sign-in, login and instructions for substitutes
- Call parents/guardians daily to verify early leaves, summons students to leave for appointments, deliver items dropped off by parents/guardians to students
- Assist school administrators, deans, counselors and faculty as requested or directed
- May be responsible for creating and maintaining documents, some of a confidential nature, such as letters, reports, memorandums, bulletins, announcements, etc.
- Maintain active teacher and staff correspondence for dissemination and gathering of information
- Receive, open, and route mail
- Maintain school calendar and update school marque and website daily

- Assist faculty arranging for and coordinating school activities, field trips, and student activities transportation
- Prepare, compile, input, and maintain accurate and complete records and reports, including state reports, statistical and classification reports, student attendance and summary reports, custom queries, teacher grade files, daily student absences, early leaves, verification rosters, progress reports, report cards, staff attendance, enrollments, check-outs, cumulative files, transcripts, IEPs, 504s, health and emergency records, textbooks issued and school textbook inventory, and annual school property inventory
- Operate computers, copy machines, and computer software currently in use at the Academy, including Microsoft Word, Excel, and Aeries
- Order supplies for copy machines and call for maintenance and repairs
- Other duties as assigned

Qualifications:

- High school diploma, B.A. preferred for managerial roles.
- 2 or more years in fast-paced, ever changing administrative position; experience in a school environment preferable
- Proficiency with Microsoft Office, network printing, copiers and fax machines
- Strong time management and multi-tasking skills
- Strong interpersonal and communication skills
- Ability to work with constant interruptions and remain focused; understand and carry out oral and written instructions; learn new procedures and upgrade skills in order to meet changing job conditions
- Ability to work independently as well as with a team
- Professional appearance and manner
- Fluency in Spanish - highly desirable
- Background/fingerprint/TB clearance

Parent Outreach Coordinator

The Parent Outreach Coordinator works in collaboration with school administration to develop a healthy school community culture by building parent relationships, involvement and student life in accordance with the Academy's mission, vision, and value statements. Responsibilities include:

- Support the development of student culture and student life in a strong culture including school norms and rituals such as Town Halls, Winter and Spring Shows, Open House, Back to School Night, and other school-related events
 - Coordinate activities related to students such as extracurricular activities and school student-sponsored events including fund-raisers and promotions
 - Assist with setting, implementing and enforcing Academy policies related to student participation in extracurricular activities
- Coordinate financial operations related to student life, including ensuring revenues and expenditures are properly accounted for, tracked, and communicated under the

- supervision of the Office Manager
- Manage Parent Square communication
- Coordinate and possibly conduct school tours
- Lunch Break Coverage for Front Office
- Serve as a liaison between school and family in matters related to recruitment and enrollment, working with families in related activities, and supporting the Admin Team with student recruiting activities
- Help represent the school site in building an effective school community including
 - Working with parents to better support their child/children's academic, behavioral, and social development
 - Garnering support from community groups and leaders
 - Developing positive relationships with external partnerships
- Work in collaboration with Academy staff to achieve site and organizational goals
- Demonstrate knowledge of, and support, the Academy's mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Qualifications:

- Bachelor's degree strongly recommended
- Strong event management skills from idea through execution and evaluation
- Excellent relationship-building and management skills
- Strong communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Strong organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team
- Bilingual – Spanish speaking and writing
- Experience with leadership, including demonstrated strength in culture-building and leading peers
- Knowledge of Academy procedures and policies related to students
- Demonstrated commitment to students and learning
- Background/fingerprint/TB clearance

Health Services Clerk

The Health Services Clerk works under the general supervision of the Headmaster of each campus to provide a variety of health services that can be performed by a non-medical professional. These services include:

- routine first aid to ill or injured students;
- assistance with:
 - Administration of authorized medication
 - Provides authorized specialized physical health care procedures

- Maintains accurate school health records
- Completes reports in accordance with school law

Qualifications

- Two years of experience performing health-related services, including but not limited to first aid, CPR, AED, and general data entry and record keeping, preferably in a student health facility.
- High school diploma or GED, supplemented by coursework in typing, record management, general office practices, and healthcare
- Possession of a valid and current First Aid Certificate issued by the American Red Cross, which includes CPR and AED training.
- Strong organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team
- Bilingual – Spanish speaking and writing
- Knowledge of Academy procedures and policies related to students
- Background/fingerprint/TB clearance

Campus Monitors

The Campus Monitor observes and supports students during lunch and passing breaks to ensure a safe, secure and comfortable environment conducive to student interaction and learning, and is responsible for the following:

- Supervises students during lunch/recess and passing periods, including enforcing school rules, school boundaries, and school behavior expectations
- Ensures a safe environment in the lunch room, school grounds and/or parking lot
- Works with other school staff to ensure sufficient level of supervision coverage in all areas of the lunch room, school yards, and/or parking lot
- Helps mediate and resolve conflicts between students
- Administers first aid as needed
- Helps keep the campus clean
- Identifies any major security or safety hazards and major repair needs in the recess area and ensures safety rules are followed
- Completes accident reports as needed
- Demonstrate knowledge of, and support of the Academy's mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Qualifications:

- High school diploma or GED
- Experience observing and supervising K-12 students helpful
- Good verbal and written communication skills

- Good problem-solving ability; good judgment
- Ability to interact appropriately with children of different ages

Qualifications of Other Personnel

All other staff members shall meet the basic criteria for employment as identified by the Board and shall possess those qualities held by reference to “employees” above. All staff will understand, in dress and demeanor, that they are role models for students. The best individuals are sought – understanding that those who desire to work in a public charter school should display a love for learning and exhibit joy in their task. All staff members, including teachers, will be interviewed by a panel put together by the administrative team.

Personnel Policies

The Academy implements personnel policies that are periodically reviewed by the Board and the Academy’s legal counsel for compliance with applicable law.

Evaluation Procedure

Each Headmaster shall observe and evaluate staff at their respective campus using a merit-based framework and system. The purpose of the performance evaluation system is to promote greater accountability by leading to changes in professional practice that result in the continuous improvement of student achievement. The assessment shall include, but is not limited to:

- An analysis of student achievement based on student performance on standardized tests and other specific assessments;
- Observations by the Headmaster or a designee in professional settings;
- Accomplishment and growth consistent with core professional expectations as documented by the teacher in a professional performance improvement program;
- A self-assessment based on adherence to the vision and mission of the Academy;
- Community presence and involvement including frequency of parent contact; and
- An analysis of parent and student surveys to be collected in the spring of the year.

The Headmaster shall be evaluated by the Superintendent using a merit-based evaluation framework and system. The Superintendent seeks to maintain the highest standards of integrity in all Academy operations in addition to excellent student test scores. As a result, the Superintendent implements an evaluation system that includes, but is not limited to:

- An analysis of student achievement based on student performance on standardized and other specific assessments;
- A self-assessment based on adherence to the vision and mission of the Academy;
- Observations by the Superintendent or designee in professional settings;
- Community presence and involvement including frequency of parent contact;
- Clean financial audits; and

- Enrollment growth.

The Superintendent shall be evaluated by the Board using a merit-based evaluation framework and system that corresponds to the job responsibilities of the Superintendent and the operational and academic goals and objectives of the Academy.

ELEMENT G: HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282. (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” Education Code § 47605.6(b)(5)(G).

To provide safety for all students and staff, the Academy shall adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. Policies are subject to regular updating and amending based on many factors, including judicial rulings, amendments and additions to the Education Code or other laws, and requirements of the Academy’s insurance carrier, these policies may often be updated. A full draft of these policies shall be made available to the County upon request.

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

Procedures for Background Checks

Employees and contractors of the Academy are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice and receive a clear criminal record summary. The Academy shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Superintendent monitors compliance with this policy on a regular basis. Volunteers (including mentors) who will volunteer outside of the direct supervision of a credentialed employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by school districts. The Academy shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

The Academy adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in the Academy

The Academy adheres to Education Code Section 49423 regarding administration of medication in school. The Academy will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Academy adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by the Academy.

Suicide Prevention Policy

The Academy shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Academy shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Americans with Disabilities Act

The Academy understands that it must and affirms that it will comply with the Americans with Disabilities Act.

Prevention of Human Trafficking

The Academy shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School stocks all women's restrooms and all-gender restrooms, and at least one men's restroom, with an adequate supply of menstrual products, available and accessible, free of cost and shall post a notice of the requirements of Section 35292.6 in a prominent and conspicuous location in each of these restrooms.

Nutritionally Adequate Free or Reduced-Price Meal

The Academy shall provide each needy student, as defined in Education Code Section 49552,

with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Academy shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

The Academy shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Academy’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Academy-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Academy
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605.6 procedures for conducting tactical responses to criminal incidents

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall review the School Safety Plan annually and be continuously trained as to its contents, and receive specific training in emergency response, including appropriate "first responder" training or its equivalent.

Oral Health Examinations

The Academy requires its students to comply with all oral health examinations pursuant to Education Code Section 49452.8.

Bloodborne Pathogens

The Academy meets state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus (“HBV”). This plan includes the annual training of staff. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

Diabetes

The Academy will provide an information sheet regarding type 2 diabetes to the parent or guardian of any incoming 7th grade students pursuant to Education Code Section 49452.7. The information sheet includes all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.
-

Drug-, Alcohol-, and Smoke-Free Environment

The Academy maintains a drug-, alcohol-, and tobacco-free workplace.

Academy Facility Safety

The Academy shall comply with all applicable federal environmental laws. The Academy complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Academy agrees to test, or if in a district or county owned or leased facility, to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. The Academy will conduct fire drills in accordance with Education Code Section 32001.

Lead Testing of School Water System

The Academy shall cooperate with the community water system and the County to allow lead testing in the water fountains and faucets used for drinking or preparing food at the facility prior to operation. If lead levels are found to exceed safe thresholds, the Academy will shut down the fountains or faucets with elevated levels and will notify the parents or guardians of the Academy students in accordance with Health & Safety Code Section 116277.

Food Service and Food and Beverage Advertising

The Academy shall not advertise any food or beverage during the school day or participate in a corporate incentive program that rewards pupils with free or discounted foods or beverages that do not comply with nutritional standards, except as permitted under Education Code section 49431.9. In compliance with Education Code section 47613.5, the Academy will provide each needy pupil with at least one nutritionally adequate free or reduced-price meal during each school day as required by law. The Academy shall comply with Education Code section 49557.5 to ensure that students who have unpaid school meal fees are not treated differently, and that student discipline does not include denial or delay of meals.

Internet Safety Policy

The Academy will adopt policies and procedures on Internet safety as required by law, which shall include, but are not limited to, policies for the prevention of cyberbullying. At the beginning of each year, all students and parents will sign a copy of the Academy's Acceptable Use Policy. Teachers and staff shall also sign a copy of the Academy's Employee Acceptable Use Policy. Teachers will teach students the technology standards and ethics for students served by the Academy.

Integrated Complaint and Investigation Procedure

The Academy has developed a comprehensive complaint and investigation procedure compliant with the Uniform Complaint Procedures (5 CCR 4600-4687) to centralize complaints and concerns regarding the Academy. Under the direction of the Academy's Board, the Headmaster or designee is responsible for investigation, remediation and follow-up on matters submitted to the Academy through this procedure.

Immigration Policies

The Academy will adopt policies consistent with the guidance and model policies issues by the California Attorney General in accordance with the requirements of AB 699 (2017).

Comprehensive Anti-Discrimination, Harassment and Anti-Bullying Policies and Procedures

The Academy is committed to providing a school that is free from bullying, including cyber bullying, discrimination, and sexual harassment as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identification, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Academy will maintain a comprehensive policy to prevent and immediately remediate any concerns about

bullying (including cyber bullying), discrimination or harassment at the Academy (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 Academy's anti-bullying (including cyber bullying), discrimination and harassment policies. The Academy will make available online training relating to preventing acts of bullying, including cyberbullying, to all certificated employees and all employees who have regular interaction with students.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the Academy year, or at the time that there is a new employee hired. The Academy shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the Academy site and in public areas at the Academy site that are accessible to, and commonly frequented by, pupils.

Bullying and Cyberbullying Policy

The Academy shall adopt procedures for preventing acts of bullying, including cyberbullying. The Academy shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Transportation Safety Plan

If the Academy provides transportation to and school or a school activity, it shall prepare a transportation safety plan containing procedures for school personnel to ensure the safe transport of students in accordance with Education Code section 39831.3. In addition, if applicable, the Academy shall ensure that school buses are equipped with an operation child safety alert system.

Athletic Programs

The Academy shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Academy participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

ELEMENT H: MEANS TO ACHIEVE A BALANCE OF RACIAL AND ETHNIC, SPECIAL EDUCATION, AND EL STUDENTS

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” Education Code § 47605.6(b)(5)(H).

Strategies to Achieve a Balance of Students Reflective of the General Population

Open Houses and Informational Meetings

The Academy intends to host open houses and community informational meetings so that interested parents and community members can learn about the opportunities that are provided by the Academy. Information for each of these open houses and informational meetings is distributed via flyers in English and Spanish, the Academy’s website, and word of mouth. Dates and times for the open houses and informational meetings are scheduled for both daytime and evening to maximize the number of parents that are able to attend. Flyers will be posted at public libraries, and community centers in neighborhoods throughout the County that are home to residents who speak languages other than English and are members of races and ethnicities reflecting the diversity of the County. The Academy intends to provide interpreters as needed to enable parents/guardians who do not speak English to participate in these events.

Host Community Events

When safe to do so in accordance with public health conditions, the Academy intends to host community events and conduct outreach for those events that are targeted to encourage attendance by racial and ethnic pupils, special education pupils, and English learner pupils reflective of the population of Orange County. The Academy intends to provide interpreters as needed for families who do not speak English to participate in these events.

Social Media and Online Advertising

The Academy intends to design a website for interested parents and community members to visit to learn more about the school, translated into languages commonly spoken in Orange County, and which demonstrates the Academy’s commitment to serving racial and ethnic pupils, special education pupils, and English learner pupils reflective of the population in Orange County. The Academy intends to create website content titled, “Who is Classical Education For?” and explain that it is for everyone.

The Academy also will maintain social media accounts and post content in languages spoken in Orange County, as appropriate, to be visible to families of racial and ethnic pupils, special education pupils, and English learner pupils reflective of the population of Orange County.

The Academy also intends to create a Facebook ad to target communities throughout the County who will contribute to achieving a balance as contemplated by the statutory language for this element.

Advertising

The Academy will use direct mail and print advertising, and seek to obtain earned media, designed to be visible to families of racial and ethnic pupils, special education pupils, and English learner pupils reflective of the population of Orange County.

Word of Mouth

The Academy recognizes that its most powerful assets in recruiting students across a diverse array of communities is its existing families and stakeholders who are members of those diverse communities. The Academy intends to support those families and stakeholders in communicating to their respective communities about the opportunities offered by the Academy and to encourage admission and enrollment through those channels.

Ongoing Recruitment and Outreach

The Academy shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the Academy, as well as students with disabilities, and EL students, and continuously monitor that balance against the general population of Orange County, and implement recruitment strategies tailored towards those subgroups that may be underrepresented at the Academy.

Maintaining a Student Population Balance

As indicated in Element A, the Academy intends to offer a compelling and rich curriculum and robust academic interventions and strategies that are designed to engage and support English learners, disabled students, and students of diverse racial and ethnic backgrounds. Element A describes the value of the Academy's classical model, which will help the Academy maintain a student population balance once achieved. As described in Element H, H, the Academy intends to employ staff members in key positions that will support the unique needs of these communities, including counselors, special education teachers, EL teachers with CLAD authorizations, and administrative roles that focused on the success of all student subgroups.

ELEMENT I: FINANCIAL AUDIT

“The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.” Education Code § 47605.6(b)(5)(I).

Annual Audit

An annual independent fiscal audit of the books and records of the Academy will be conducted as required under Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Academy and the Corporation will be kept in accordance with generally accepted accounting principles, and as required by applicable law, 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 K-12 Audit Guide. The Academy shall also comply with County policies pertaining to audit requirements for charter schools.

The annual audit will be completed and forwarded to the County Superintendent, the State Controller, and the CDE by the 15th of December of each year. The Superintendent, along with the audit committee, will review any audit exceptions or deficiencies and report to the Academy’s Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent fiscal audit of the Academy is a public record to be provided to the public upon request.

Procedures

The Board of Directors appoints an Audit Committee by January 1 of each year. The Audit Committee may include persons who are not members of the board, but may not include any Academy staff. In addition, any person with expenditure authorization or recording responsibilities employed by the Academy may not serve on the committee.

The Audit Committee is responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Superintendent is responsible for working with the auditor to complete the audit.

The Audit Committee is responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant findings noted by the auditor.

The Board of Directors reviews and approve the audit no later than December 15.

The Superintendent is responsible for submitting the audit to all required agencies no later than December 15.

The Audit Committee reviews any audit exceptions or deficiencies and reports recommendations on resolution to the Board. The Board reports to the County regarding how exceptions and deficiencies have been or will be resolved.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION AND INVOLUNTARY REMOVAL PROCEDURES

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Education Code § 47605.6(b)(5)(J).

Students learn best in a safe and healthy environment where there are clear expectations about behavior and where students, faculty, administration and staff are all valued and respected. To maintain and protect this type of environment, it is therefore necessary to establish and implement student discipline policies. Written policies regarding student discipline help all individuals know what the expectations are and set forth the procedure to be followed when individuals deviate from those policies so that they are applied in a fair and even-handed manner.

Student discipline issues can fall anywhere on the spectrum from occasional class disruptions that are resolved with a warning all the way through to expulsion, which is the most serious discipline available. Corporal punishment shall not be used as a disciplinary measure against

any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student but does not include an employee's use of reasonable and necessary force to protect an employee, students, staff, or other persons, or to prevent damage to school property.

No student shall be involuntarily removed by the Academy for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Academy shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Academy issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Academy has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Academy will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

The Academy's full discipline policies will be set forth in the Family Handbook, which will be printed and distributed annually to students and families, and is summarized below. Such policies may be modified and amended from time to time without the need to seek a material revision of this charter so long as the amendments comport with legal requirements.

In creating its discipline policy, the Academy has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code

Section 48900 *et seq.* The Academy is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Academy staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

Procedures

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to Academy activity or Academy attendance occurring at any time including but not limited to: a) while on Academy grounds; b) while going to or coming from the Academy; c) during the lunch period, whether on or off the Academy campus; or d) during, going to, or coming from an Academy-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person
 - b. Willfully used force or violence upon the person of another, except self-defense
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as controlled substance, alcoholic beverage or intoxicant
 - e. Committed or attempted to commit robbery or extortion
 - f. Caused or attempted to cause damage to Academy property or private property, which includes but is not limited to, electronic files and databases
 - g. Stole or attempted to steal Academy property or private property, which includes but is not limited to, electronic files and databases
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
 - k. Disrupted Academy activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other Academy officials, or

other Academy personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

l. Knowingly received stolen Academy property or private property, which includes but is not limited to, electronic files and databases

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in an Academy disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness

o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or Academy-sanctioned events

q. Made terroristic threats against Academy officials and/or Academy property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of Academy property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family

r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those student's person or property.

2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

3. Causing a reasonable student to experience substantial interference with their academic performance.

4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Academy.

ii. "Electronic Act" means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless cell phone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:

a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the

student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs i and ii above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated Academy employee, with the Superintendent or designee's concurrence.

x. A student who exercises academic dishonesty in the form of cheating or plagiarism, who has been previously reprimanded, may be suspended.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated Academy employee, with the Superintendent or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to Academy property, which includes but is not limited to, electronic files and databases or private property.
- g. Stole or attempted to steal Academy property, which includes but is not limited to, electronic files and databases or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen Academy property, which includes but is not limited to, electronic files and databases or private property.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in an Academy disciplinary proceeding for the purpose of preventing

that student from being a witness and/or retaliating against that student for being a witness.

n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or Academy-sanctioned events.

p. Made terroristic threats against Academy officials and/or Academy property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of Academy property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience substantial interference with their academic performance.
4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Academy

ii. “Electronic Act” means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3. An act of cyber sexual bullying.

a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs i and ii above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated Academy employee, with the Superintendent or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated Academy employee, with the Headmaster or designee’s concurrence.

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d. Committed or attempted to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or

former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in the Academy's discipline policy

The Academy will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent's designee with the student and their parent(s)/guardian(s) and, whenever practical, the teacher, supervisor or Academy employee who referred the student to the Headmaster or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Academy personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to the Academy for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their version and

evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Academy officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to the Academy. If Academy officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or Superintendent's designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Academy has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student's parents fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally

prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Academy's Board following a hearing before it or by the Academy's Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a Board member of the Academy's Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board shall make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Academy's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Academy to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Academy or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the Academy. The entity presiding over the hearing shall permit the witness to stay

unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to

an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Academy's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Academy.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Academy shall maintain records of all student suspensions and expulsions at the Academy. Such records shall be made available to the chartering authority upon request.

No Right to Appeal

The student shall have no right of appeal from expulsion from the Academy as the Academy Board of Directors' decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Academy shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Academy shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Academy for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding the Superintendent's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Academy's capacity at the time the student seeks readmission or admission to the Academy.

Notice to Teachers

The Academy shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Academy shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Academy or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Academy, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Academy, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Academy, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Academy, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Academy may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Academy believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Academy, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Academy agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Academy believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to

others.

5. Special Circumstances

Academy personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Headmaster or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Academy's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Academy had knowledge that the student was disabled before the behavior occurred.

The Academy shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Academy supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Academy personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Academy supervisory personnel.

If the Academy knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Academy had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Academy shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Academy pending the results of the evaluation.

The Academy shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: EMPLOYEE RETIREMENT SYSTEM

“The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.” Education Code § 47605.6(b)(5)(K).

All qualifying employees may participate in a 403(b) retirement plan according to policies developed and adopted by the Board, as well as the federal social security system . The Superintendent is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

ELEMENT L: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.” Education Code § 47605.6(b)(5)(L).

Intent

The intent of this dispute resolution process is to (1) resolve disputes within The Academy in accordance with the Academy’s policies, (2) minimize the oversight burden on the County, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff, Board of Directors, and representatives of the County agree to attempt to resolve all disputes regarding this charter in accordance with the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, subject to the Academy’s and the County’s respective obligations under the Brown Act

It is anticipated that the County and the Academy will maintain and enjoy a mutually beneficial and cooperative relationship.

The Board of Directors maintains policies and processes consistent with this Charter for airing and resolving internal and external disputes.

Disputes Between the Academy and the County

The Academy recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Academy is willing to consider changes to the process outlined below as suggested by the County.

The Academy and the County will attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of any dispute arising between the Academy and the County, the Superintendent and the County Superintendent, or their respective designees, shall meet and confer with the objective of resolving such disputes within fifteen (15) working days of the written request of either party. If within seven (7) days after the parties have met and conferred, or such longer period as may be agreed upon by the parties, the dispute cannot be resolved by the parties to their mutual satisfaction, the County and the Academy shall then convene a committee composed of two members of the Board of Education for the County, two members of the Academy’s Board of Directors, along with one staff member from both the County and the Academy. The committee shall meet within thirty (30) days, or such longer period as may be agreed upon by the parties, to resolve the dispute to the mutual satisfaction of the parties.

If the committee convened pursuant to the preceding paragraph is unable to resolve any dispute between the parties within fourteen (14) days, or such longer period as may be agreed upon by the parties, such disputes shall be submitted to mediation. The parties shall meet to determine the format of the mediation session and select a mutually acceptable mediator to facilitate resolution of the dispute. If no agreement on the mediator is reached within five (5) days, then the parties shall request the State Mediation and Conciliation Service to provide a list of seven (7) mediators from which the parties shall strike names alternatively until only one (1) name remains, which person shall be the mediator.

The costs of the mediator shall be split equally between the County and the Academy. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Academy

If the County believes that the issue could result in revocation, that should be noted in the notice to the Academy. In such an event, the County shall not be obligated by the terms of the dispute resolution process as a precondition to revocation.

Internal Dispute Resolution

The Board has created an internal dispute resolution procedure to be used by students, parents, volunteers, Academy personnel, and Board members.

All members of the Academy community are provided with a copy of the Academy's internal dispute resolution procedure. The Board shall have authority to make final determinations regarding all internal disputes.

The Academy shall also maintain a Uniform Complaint Procedure as required by state law. Parents, students, Board members, volunteers, and staff at the Academy shall be provided with a copy of the Academy's policies and internal dispute resolution process. Under the direction of the Board, the Superintendent is responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

The County agrees to refer all complaints regarding the Academy's operations to the Superintendent for resolution in accordance with the Academy's adopted policies. In the event that the policies and processes fail to resolve the dispute, the County agrees not to intervene in the dispute without the consent of the Academy's Board unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

ELEMENT M: STUDENT ADMISSION POLICIES AND PROCEDURES

*“Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision (e).”
Education Code § 47605.6(b)(5)(M).*

The Academy will actively recruit a diverse student population from throughout Orange County. Admission to the Academy shall be open to any resident of the state of California. No test or assessment shall be administered to students prior to acceptance and enrollment into the Academy. The Academy will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

The Academy will be nonsectarian in its programs, admission policies, and all other operations.

The Academy does not charge tuition or discriminate on the basis of the characteristics listed in Section 47605.6(e)(1) of the Education Code or Section 422.55 of the Penal Code.

The Academy shall admit all pupils who wish to attend the Academy. No test or assessment shall be administered to students prior to acceptance and enrollment. The Academy complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the State.

In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Academy shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Academy shall not encourage a pupil currently attending the Academy to disenroll from the Academy or transfer to another school for any reason, including the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii).

Pursuant to Education Code Section 47605.6(e)(4)(D), the Academy shall post a notice developed by the CDE on the Academy website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

The Academy shall require students who wish to attend the Academy to complete an application form including only contact information, a designation of any admission

preferences for which the student may qualify, and the campus(es) to which the student seeks to attend, ranked in order of preference. After admission, students are required to submit an enrollment packet, which shall include the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements;
- Release of records, although the Academy shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Academy before enrollment

If a student is expelled or leaves the Academy without graduating or completing the school year for any reason, the Academy shall notify the superintendent of the school district [by e-mail] 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 report cards or a transcript of grades, and health information.

Public Random Drawing

Applications are accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Information about the lottery process, including timelines, will be posted in English and Spanish on the Academy's website, on social media accounts, at each campus, and at public locations in Orange County consistent with the Academy's recruitment strategies as described in Element H. All promotional material shall clearly state the charter school will serve ALL students. Following the open enrollment period each year, applications are counted to determine whether any grade level at any campus has received more applications than availability. In the event that this happens, the Academy holds a public random drawing (or "lottery") for each campus to determine admission for the impacted grade level, with the exception of existing students,⁹ who are guaranteed admission in the following school year at the campus they currently attend. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- Children of staff and of Board Members of the Academy
- Siblings of students admitted to or attending the Academy
- If the Academy operates a campus that is physically located in the attendance area of a district-operated public elementary school in which at least 55% of the enrollment is eligible for free and reduced price lunch, then students currently enrolled in that school and students who reside in that elementary school attendance area will be given preference to attend such campus operated by the Academy in accordance with Education Code Section 47614.5(c)(2) (for purposes of the SB 740 Charter School Facility Grant Program)

⁹ For the 2022-23 school year only, students currently attending OCCA I shall be deemed "existing students."

- Students who reside in the County

This policy shall provide admission preference for employees (first preference) and Board members (second preference) who are hired or appointed after the lottery is conducted, meaning that if spaces open up after the lottery is conducted, the Academy will fill the spaces with students in these groups before drawing from the waitlist.

As set forth in Education Code Section 47605.6(e)(2)(B)(iii), the Academy's random drawing preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

The Academy and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade and each campus in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level for each campus, in the order that the campus first opened for operation. For a student who has applied to attend multiple campuses, if their name is drawn at their first choice campus, their name shall be taken out of subsequent lotteries.

There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Waiting List

All applications drawn after reaching capacity in any grade level will be placed on a wait-list for each respective grade level, in order in which they are drawn. If a vacancy occurs, the Academy shall notify the parent or guardian by phone and letter and provide the parents with 72 hours to enroll their student in the Academy. If a student applied to attend more than one campus at the Academy and is offered a spot at more than one campus at the Academy, they must elect a particular campus to attend within the same timeframe.

If the parent or guardian does not contact the Academy to accept the position for their student within this period, the Academy shall contact the parent or guardian for the next student on

the wait-list for that grade level. The Academy maintains copies of documents relating to the lottery on file for one academic year to demonstrate the fair execution of lottery procedures.

Parents or guardians are encouraged to regularly contact the Academy to obtain information about their child's position on the waitlist.

Notwithstanding the foregoing, the Academy may refine lottery policies and procedures in accordance with policies adopted by the Board of Directors. A copy of the revised policy, which may be designed to improve the Academy's lottery efforts, shall be provided to the County within 45 calendar days of approval by the Board and prior to the enrollment period of the year in which the revised lottery policy will be implemented.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Academy's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Academy will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

ELEMENT N: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.” Education Code § 47605.6(b)(5)(N).

No student may be required to attend the Academy. Students who reside within the County who choose not to attend the Academy may attend the public school within the attendance area of their school district of residence or otherwise as provided by the policies of that school district, or at another school within their district of residence, or at another school district, through applicable intra- and inter-district transfer policies, or schools operated by the County, as applicable, according to County policy. Parents and guardians of each student enrolled in the Academy will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Academy, except to the extent that such a right is extended by the local education agency.

ELEMENT O: RIGHTS OF COUNTY OFFICE OF EDUCATION EMPLOYEES

“The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school.” Education Code § 47605.6(b)(5)(O).

No public school district or County employee shall be required to work at the Academy. Employees of the County who leave County employment to work at the Academy and who later wish to return to the County shall be treated the same as any other former County employee seeking reemployment. The Academy shall not have any authority to confer any rights to return on County employees. However, County employees may have rights under County collective bargaining agreements, procedures and policies as they may be amended from time to time. The Academy makes no representations as to any such rights.

Sick or vacation leave or years of service credit at the County or any school district will not be transferred to the Academy. Employment by the Academy provides no rights of employment at any other entity, including any rights in the case of closure of the Academy.

ELEMENT P: SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.” Education Code § 47605.6(b)(5)(P).

Closure of the Academy will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Academy will promptly notify parents and students of the Academy, the OCDE, the Academy’s SELPA, the retirement systems in which the Academy’s employees participate, and the CDE of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students’ school districts of residence; and the manner in which parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Academy will ensure that the notification to the parents and students of the Academy of the closure provides 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 Academy.

The Academy will also develop a list of students in each grade level and the classes they have completed, together with information on the students’ districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Academy will provide parents, students and the County 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. § 1232(g). The Academy will ask the County to store original records of Academy students. All student records of the Academy shall be transferred to the County upon closure. If the County will not or cannot store the records, the Academy shall work with the County to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Academy will prepare final financial records. The Academy will also have an independent audit completed within six months after closure. The Academy will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Academy and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash

and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Academy.

The Academy will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Academy, all assets of the Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Academy, remain the sole property of the Academy and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the County or County property will be promptly returned upon Academy closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Academy shall remain solely responsible for all liabilities arising from the operation of the Academy.

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

As shown by the Budget in the Appendix F, the Academy will build up a reserve of funds to which can be utilized for any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

Budgets

“The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.” Education Code § 47605.6(h).

Attached as Appendix F is the Academy’s projected first year budget including startup costs and five-year financial projections and cash flow with budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels.

These documents are based upon the best data available to the petitioners at this time.

The Academy shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

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 Section 47605.6(h) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. 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 Academy’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, CDE and the County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Academy’s receipts and expenditures for the preceding fiscal year.

The Academy shall provide reporting to the County as required by law and as requested including, but not limited to, the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), the SARC, and the LCAP.

The Academy agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Academy shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

Administrative Services

“[T]he manner in which administrative services of the charter school are to be provided.” Education Code § 47605.6(h).

The support services team and the Superintendent assume the lead responsibility for administering the Academy under the policies adopted by the Board. The Academy will provide or procure its own administrative services through an appropriately qualified third-party contractor. The Academy plans to contract with ICON, an experienced business and development company specializing in charter schools, for administrative and “back office” services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting, Including Reporting Required of a 501(c)(3) Corporation
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS and PERS Setup and Management, as applicable
- Planning & Management
- LEA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Filings Related to 501(c)(3) Status Property Tax Exemptions Filings

In partnership with its back-office provider, the Academy will employ appropriate fiscal practices and controls consistent with Board policy, the California School Accounting and Best Practices Manual published by the Fiscal Crisis and Management Assistance Team, the California School Accounting Manual published by the CDE, the Guide for Annual Audits published by the Education Audit Appeals Panel, conform to generally accepted accounting principles, standards promulgated by the Financial Accounting Standards Board as it relates to financial reporting by a nonprofit corporation, and applicable laws, regulations, and

bulletins, issued by local, state or federal tax authorities, including the Internal Revenue Service, related to operation and reporting by a nonprofit corporation. In addition to generating reports required of a California charter school, the Academy affirms that it will prepare all fiscal reports required of nonprofit corporations operating under 501(c)(3) status.

The Corporation and the leaders of the Academy have developed the necessary competencies in operating a California charter school and nonprofit corporation through the successful operation of OCCA I.

The Academy may also have a need to contract for outside services in the following areas: curriculum development services; management services; marketing, public relations, and advertising services; and technology services.

The Academy will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The Academy shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The Academy shall maintain policies that ensure internal control sufficient to achieve sound fiscal practices and clear delineations of responsibility for business affairs. The Academy will promptly respond to all reasonable inquiries from the County, including inquiries regarding its financial records.

Insurance

As a part of its measures to mitigate risk, the Academy 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. Coverage amounts will be based on recommendations provided by the Academy's insurance broker/insurer and in line with for schools of similar size, location, and student population. The Academy will adopt appropriate risk management policies and procedures consistent with recommendations and guidance that may be provided by its insurers. The Academy's safety-related plans and policies, as discussed in Element G, above, are also intended as measures to manage risk.

Impact Statement

"[P]otential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education." Education Code § 47605.6(h).

The Academy shall be operated by Orange County Classical Academy, Inc., a California nonprofit 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 23701(d).

Pursuant to Education Code Section 47604(d), 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 Academy shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the County shall not be liable for the operation of the Academy.

Further, the Academy intends to enter into a memorandum of understanding with the County, wherein the Academy shall agree to indemnify the County for the actions of the Academy under this charter. At this time, the Academy does not intend to purchase services from the County.

The corporate bylaws of the Corporation provide for indemnification of the Board of Directors, officers, agents, and employees, and the Academy maintains general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation of the Academy's insurance company for schools of similar size, location, and student population. The County is named an additional insured on the general liability insurance of the Academy.

The Board of Directors of the Corporation institutes appropriate risk management practices that will further limit any theoretical impacts on the County and school districts, as described above, including screening of employees, establishing codes of conduct for students, and dispute resolution.

The Academy and the County will jointly develop an annual site visitation process and protocol to enable the County to gather information needed to confirm the Academy's performance and compliance with the terms of this charter. However, it is recognized and agreed by the Academy that the County may make unplanned and unscheduled random inspections of the Academy at any time in accordance with Education Code Section 47604.32.

Pursuant to California law, the County will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Academy's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the County may charge for the actual costs of supervisory oversight of the Academy not to exceed one (1) percent of the revenue of the Academy. The County may charge up to three (3) percent of the revenue of the Academy if the Academy is able to obtain substantially rent free facilities from the County. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as

the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

During the academic year prior to the expiration of the Academy's intended charter term of July 1, 2022 through June 30, 2027, the Academy may seek renewal in accordance with Education Code Sections 47607 and 47607.2 and subject to the applicable renewal criteria as set forth therein.

Facilities

"[T]he facilities to be used by the charter school. Education Code Section 47605.6(h).

The Academy incorporates by reference its descriptions of its facilities plans as described in Element D, above.