

ROSELAND CHARTER SCHOOL PETITION

FIVE-YEAR RENEWAL

For the term July 1, 2018 to June 30, 2023

Board of Directors Approved: March 19, 2018
Roseland School District Board Approved: April 18, 2018
Roseland School District Board Re-Approved: June 18, 2018 with Required Public Hearing

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The Roseland Charter School (the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Roseland Charter School including but not limited to:

- The Roseland Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Roseland Charter School declares that it shall not be deemed the exclusive public school employer of the employees of the Roseland Charter School for purposes of the Educational Employment Relations Act. The Roseland School District (the “District”) shall be deemed the exclusive public school employer of the employees of the Roseland Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Roseland Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Roseland Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Roseland Charter School shall admit all students who wish to attend the Roseland Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) or Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Roseland Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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(d)(1)]
- The Roseland Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Roseland Charter School 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 Roseland Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Roseland Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Roseland Charter School 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 Roseland Charter School without graduating or completing the school year for any reason, the Roseland Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including 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 Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School 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 Charter School. [Ref. Education Code Section 47605(n)]
- The Roseland Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47605(c)]
- The Roseland Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Roseland Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Roseland Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Roseland Charter School 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 Roseland Charter School shall comply with the Public Records Act.
- The Roseland Charter School shall comply with the Family Educational Rights and Privacy

Act.

- The Roseland Charter School shall comply with the Ralph M. Brown Act.
- The Roseland Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Roseland Charter School shall comply with all laws applicable to its independent study program, including, but not limited to Education Code Section 51745 *et seq.*

OUR STATISTICS

We assist our students in preparing for, enrolling in, transitioning to, and persisting in college.

Preparing for College



96%
enroll
in AVID
(national
college prep
program)



69%
meet the
minimum college
course (A-G)
requirements
compared to 18% for
Sonoma County



64%
take at least
1 AP Exam



94%
take ACT
or SAT

Enrolling in College



97%
obtain
financial
assistance
from the
Roseland
Scholarship
Program



99%
complete
FAFSA or
Dream Act
(financial
assistance)



96%
graduate
high school
compared to 80%
for Sonoma County



97%
plan to
attend a 2 or
4-year
university
compared to 51%
nationally

Transitioning to and Persisting in College



**\$1.8
million**

in scholarship
funding awarded



**\$10
million**

FAFSA and
Dream Act
funding
awarded



91%

1- year
persistence
rate
compared to 72%
nationally



68

College
graduates so
far
RUP Classes of
2008-2012

CHARTER RENEWAL CRITERIA

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(1)-(4) (Also see Appendix D: CDE DataQuest/CAASPP Reports):

*Note on Testing Data

Assembly Bill 484 amended Education Code section 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

Analysis of the Most Recent API Calculation

LEGAL REQUIREMENTS FOR CHARTER RENEWAL

Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal

Renewal Criteria	Criteria Met
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.	Yes; most recent API (2013) is 767; all subgroups met growth targets
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes; 2013 rank of 6
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	Yes; 2013 rank of 10
The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	Yes; see below
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	Not Applicable
(Source: CDE DataQuest, accessed March 2, 2018)	

Analysis of Comparison Schools Data

California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-17: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017
Schoolwide	ELA	46%	50%	46.82%
	Math	27%	36%	38.13%
Hispanic or Latino	ELA	35%	50%	46.95%
	Math	27%	36%	38.42%
Economically Disadvantaged	ELA	35%	49%	45.48%
	Math	27%	35%	37.44%
English Learners	ELA	12%	20%	18.5%
	Math	10%	24%	20%

Written Summary: Roseland Charter School is performing higher than the academic performance of the public schools that the Charter School’s pupils would otherwise have been required to attend, as well as the academic performance of the demographically comparable schools in the District.

Supporting Documentation:

The numerically significant pupil subgroups of Roseland Charter School are: 94% Hispanic/Latino, 88% Free and Reduced Price Meal-eligible.

The high school component of our program is demonstrating significant academic success compared to the other high schools that students would otherwise attend, the other school district they could attend, and even compared to Sonoma County.

2017 SBAC Percent (%) Met or Exceed Standard					
11th Grade- English Language Arts					
	Roseland Charter School	Elsie Allen High School	Piner High School	Santa Rosa City School District	Sonoma County
All Students	65%	43%	52%	54%	61%
Hispanic	65%	36%	47%	39%	34%
SED	65%	38%	46%	38%	47%
Hispanic+SED	66%	32%	47%	35%	44%

11th Grade- Mathematics					
	Roseland Charter School	Elsie Allen High School	Piner High School	Santa Rosa City School District	Sonoma County
All Students	32%	9%	16%	29%	31%
Hispanic	31%	6%	9%	14%	18%
SED	33%	7%	11%	13%	18%
Hispanic+SED	32%	5%	8%	10%	15%

The K-12 program is also demonstrating academic success compared to the other elementary schools that students would otherwise attend, the Roseland School District school they would attend, and even compared to Sonoma County.

All Grades- English Language Arts					
	Roseland Charter School	Roseland School District	Santa Rosa Elementary	Santa Rosa High	Sonoma County
All Students	47%	32%	33%	48%	49%
Hispanic	47%	31%	21%	32%	34%
SED	45%	30%	21%	30%	32%
Hispanic+SED	46%	30%	18%	27%	29%
All Grades-Mathematics					
	Roseland Charter School	Roseland School District	Santa Rosa Elementary	Santa Rosa High	Sonoma County
All Students	38%	31%	27%	34%	37%
Hispanic	38%	30%	17%	16%	23%
SED	37%	31%	17%	15%	22%
Hispanic+SED	38%	31%	15%	11%	19%

Accordingly, the Charter School has exceeded the academic threshold requirements for renewal.

DISTRICT IMPACT STATEMENT

Roseland Charter School

INTENT

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the operation and potential effects of Roseland Charter School on the Roseland School District. This document is intended for informational purposes and to assist the District in understanding how the Charter School may affect the District. This, as an information portion of the document, does not constitute a legally binding contract or agreement, and is not intended to govern the relationship of the Charter School and District, and is not a part of the charter of Roseland Charter School or any related agreements or memoranda of understanding.

CIVIL LIABILITY

Roseland Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The primary objective of the corporation is to provide public education for residents of the State of California, in accordance with the Charter Schools Act, California Education Code Section 47600, *et seq.*

Pursuant to Education Code Section 47604(c), a district that grants a charter to a charter school operated as a non-profit public benefit corporation shall not be liable for the debits or obligations of the charter school, provided the school district complies with statutory oversight responsibilities.

Further, a memorandum of understanding between the Roseland Charter School and the District, detailing the legal and fiscal relationship, shall provide for indemnification of the District.

The corporate bylaws of Roseland Charter School shall provide for indemnification of the Charter School's Board of Directors, officers, agents, and employees, and the Charter School will purchase general liability insurance, and Directors and Officers insurance to secure against financial risks. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Board of Directors will institute appropriate risk management practices, including screening of employees where appropriate, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

ADMINISTRATIVE SERVICES

Charter School Principals will assume the lead responsibility for administering the Charter School under the policies adopted by the Charter School's Board of Directors. The petitioners anticipate that the Charter School will procure most of its administrative services, including but not limited to

financial management, personnel and instructional program development through the District. The specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District. Should such services be unavailable from the District such services shall be provided in-house or through a third-party contract.

FACILITIES

Roseland Charter School intends to locate a middle school program, Roseland Accelerated Middle School (“RAMS”), at 1777 West Ave., Santa Rosa, CA 95407; a high school program, Roseland University Prep (“RUP”) at 1931 Biwana Drive Santa Rosa, CA 95407; and a middle school/high school program, Roseland Collegiate Prep (“RCP”), temporarily at 100 Sebastopol Road, Santa Rosa, CA 95407 (or at 80 Ursuline Road, Santa Rosa, CA 95403, once the school is rebuilt). The elementary components of Roseland Charter School are located at 1777 West Ave, Santa Rosa, CA 95407 and 1683 Burbank Ave., Santa Rosa, CA 95407. As there were more pupils who sought to enroll than could be accommodated at two in-district campuses and as there are no facilities available within District boundaries to accommodate the entire program, an additional site was added at 80 Ursuline Rd., Santa Rosa, CA 95403. The Charter School will ensure that its facilities comply with Education Code Sections 47605 and 47605.1 with regard to location and Education Code Section 47610 with regard to State Building Code Compliance.

FINANCIAL STATEMENTS

A financial budget and cashflow e for Roseland Charter School is enclosed as Appendix A.

ELEMENT A (1) EDUCATIONAL PROGRAM

A description of 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 Section 47605 (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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

-Education Code Section 47605(b)(5)(A)(ii).

The manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that area accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” through “G” admissions criteria may be considered to meet college entrance requirements.

- Education Code Section 47605 (b)(5)(A)(iii)

The Roseland Charter School is a site-based mixed with independent study, traditional-calendar charter school serving kindergarten through 12th grade students. The Charter School community will operate as a unique K-12 campus. The Roseland Charter School will fosters a multi-ethnic, student-centered learning environment where all students can achieve excellence in academics. Students will develop socially and emotionally within a safe and nurturing small school environment where they will feel supported in their development as a young adult.

VISION

The vision of the Roseland Charter School is to provide a personalized learning environment for students that is based on a philosophy where learners construct knowledge and personal meaning from new experiences. The key to operationalizing these underlying principles is found in the Charter School’s governance model and is based on community support and broad-based decision-making. Decisions are made by consensus through a process involving staff, parents and community members in discussion, reflection, prioritization of issues, assignment of tasks, date review, assessment, and implementation of improvements. Priorities for school improvement are identified through a self-appraisal process and are defined by discrepancies between the vision and the circumstances that actually exist. Roseland Charter School will be based on an educational program for students who are interested and committed to participating in a rigorous core academic program, based upon the Common Core State Standards, with an educational experience that will support the intellectual, physical, social, and emotional development of a student of the 21st century.

MISSION

The mission of Roseland Charter School is to create a positive learning environment where all students are encouraged and assisted in preparing themselves for high school graduation, post-secondary plan completion, a marketable career and ultimately leadership positions within the community. The Roseland Charter School will provide an academically rich curriculum and pursue excellence in K-12 education where students hold themselves to high academic and personal standards within a student-centered environment emphasizing a challenging core curriculum. The Charter School addresses the educational and personal needs of a culturally diverse student population in order to enable pupils to successfully graduate from high school and successfully complete the post-secondary educational program of their choice.

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

The Roseland Charter School education program has been developed to provide expanded educational choice and opportunities for families in the Roseland community. Roseland Charter School will offer a personalized school setting, rigorous curriculum and strong student support that was developed as a result of families in the Roseland community expressing their desire to ensure their child has access to a rigorous academic program. The Roseland Charter School serves grades K through 12, inclusive, whose families have an interest in and dedication to the Charter School's philosophy and vision.

The Roseland Charter School shall be nonsectarian in its admission policies, employment practices, and all other operations. The Charter School shall not discriminate against any student on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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).

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

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

- To be academically capable, able to think creatively, make sound decisions, solve problems, and know how to learn.
- To have a deep understanding of the humanities, sciences, and the arts.
- To be capable of using technology as a tool in the pursuit of continued learning.
- To be an exceptional communicator, one who possesses superb skills in many forms of communication.
- To be capable of establishing and completing long- and short-term goals including goals toward healthy life choices.
- To possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity, honesty and ability to collaborate with others successfully.

It is the objective of the Charter School to enable its students to become self-motivated, competent, lifelong learners.

THE ATTRIBUTES OF AN EDUCATED PERSON IN THE 21ST CENTURY INCLUDE:

- Literacy
- Ability to communicate effectively
- Understanding of the scientific process
- Knowledge of history
- Understanding of the mathematical process
- Ability to think critically, creatively, analytically, and logically
- Ability to gather and organize information
- Ability to critically assess data
- Ability to acknowledge individual achievements, validate personal goals, recognize uniqueness

HOW LEARNING BEST OCCURS

Learning best occurs in a student-centered environment where students are involved with issues they regard as important and meaningful in their own lives. The Charter School will provide:

- A safe and nurturing atmosphere where all diversity is celebrated (ethnic, racial, philosophical, and/or individual);
- A school that treats all youth as gifted and talented by offering an accelerated, academically rich curriculum to all students;
- An educational environment that builds on students' strengths through enrichment activities, independent research, problem solving, creative thinking, music, art, and technology;
- An educational experience that prepares pupils for successful learning opportunities and guarantees each of them the promise of a high school graduation and opportunities for the post-secondary educational program of their choice.
- A place where students have the opportunity to build sustained, caring relationships with their teachers, peers, and other community members;
- A place where all members of the school community (students, parents, staff) collaborate to achieve their school vision by sharing the responsibility and decision-making for curriculum, instructional strategies, and school organization;
- Tiered instruction and activities that allow for alternative responses and solutions;
- Consider ideas together with reasoning that includes the ability to compare, contrast, analyze, synthesize, evaluate, and generalize;
- Access and use information using technology and engage in reflective thought.

Learning will best occur when:

- The focus is placed on individual, personalized learning which can provide flexibility for learners to assist in the direction of their own education.
- Parents are challenged to be more deeply involved in their child's education.
- There are high expectations for students, staff and parents.
- Community service roles for learners intertwine the community and the Charter School in partnership.
- Students receive tiered instruction and activities that allow for alternative responses and solutions.
- Teaching methodologies facilitate reasoning that includes the ability to compare, contrast, analyze, synthesize, evaluate, generalize and engage in reflective thought.
- Technology is integrated into the curriculum as a tool to help students achieve academic success.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

Roseland Accelerated Middle School (RAMS): Established in 2003, RAMS serves 7th and 8th grade students. Roseland Accelerated Middle School provides an exceptional educational experience focused on rigorous academic curriculum and school connectedness. The talented staff at RAMS motivates students to reach their potential and strive for greatness. In class, they ensure time for fun and rewards while maintaining high academic expectations. The curriculum at RAMS prepares students for the high school A-G requirements and provides the necessary leadership, life and collaboration skills to prepare students for their college and career goals. The vision statement is CHOICE: Define your own road: Character, High Expectations, Opportunities, Imagine the Possibilities, Collaborative Community, Enthusiasm.

Roseland University Prep (RUP): Founded in 2004, RUP serves 9th-12th grade students. Our college-bound culture is based on high standards that support a rigorous academic program. Our dedicated teachers foster a culture of learning and commitment to post-secondary preparation for all students. Graduation rates are nearly perfect each year and all students graduate with a plan for their future success. The vision of the Roseland University Prep community is to embody and foster: Curiosity, Integrity, Justice, Achievement.

Roseland Collegiate Prep: Founded in 2012, RCP serves 7th-12th grade students. At Roseland Collegiate Prep, education is about providing a diverse range of learning opportunities. Our students become well-rounded individuals that are literate in technology and other core subject areas. Our students are empowered to utilize their skills to accomplish all of their current and future goals. They deserve the best education possible and we strive to provide this each and every day!

Independent Study Program: Independent study is used as an optional alternative instructional strategy for students, whose needs may be best met through study outside of the regular classroom setting. Independent study offers a means of individualizing the educational plan and enabling students to reach curriculum objectives and fulfill graduation requirements. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study. This is offered to K-12 students.

Roseland Charter Elementary Program: In addition to our successful 7th through 12th grade programs, we offer a K-6 elementary program.. Transitional Kindergarten programs will be considered for future development. Located on the Sheppard Elementary School campus and the Roseland Creek Elementary campuses, our elementary program is designed to provide an engaging and nurturing learning environment, where the academic, social and emotional needs of each child are met.

Providing our elementary students with a challenging, yet fun, standards-based language arts and mathematics curriculum is a top priority for Roseland Charter School. Our teachers strive to ensure that all students master the foundational skills that will be necessary for ongoing success in school. A special emphasis is placed on early literacy skills, such as letter and sound identification, phonemic awareness, and sight word recognition. Our goal is for each child to become proud, confident beginning readers.

In addition to foundational skills, our program focuses on meeting the needs of the whole child: social studies, science, art and music are integrated throughout the curriculum. Powerful learning experiences, including “hands-on” learning and exploration, are an integral part every elementary students school day.

Accelerated Schools Process

Roseland Charter School will contribute to educational reform by providing a small learning environment, providing standards-based instruction that has been found to be effective in Title I schools serving disadvantaged students, and through the use of the Accelerated Schools Reform Model. The Accelerated Schools Process, begun at Stanford in 1986, is a comprehensive approach to school reform designed to improve schooling for young people in at-risk communities. Its premise is that youth in at-risk situations have the same potential as their peers in better circumstances. Instead of tracking students into remedial classes and simplifying the content of curriculum, Accelerated Schools hold high expectations for every student and provide each student with powerful learning experiences.

The Accelerated Schools’ Powerful Learning teaching methodology will be used at the Roseland Charter School. All teachers will receive specialized and continuous training in how to implement this in their classrooms. Powerful Learning has five theoretical components which shape the delivery of instruction in every classroom. These have proven to be highly effective in engaging students in learning and in improving academic success. Powerful Learning is:

1. Authentic: with activities and content that are immediately meaningful in children’s lives;
2. Interactive: where teaching methods enable students to learn by exploration and discovery;
3. Learner-Centered: where instructional strategies are focused around the needs of the students, not the needs of the teacher or the layout of the textbook.
4. Inclusive: where instructional activities incorporate all learning styles, language needs, cultural backgrounds, and gender issues.
5. Continuous: where instruction builds on children’s prior knowledge, whatever it may be, and develops avenues for further learning and exploration.

A combination of small and large group instruction will be utilized to deliver the curriculum with additional help available for those who are in need of extra assistance.

The Charter School will work to:

- Create small communities for learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth.
- Teach a core academic program that results in students who are literate, who know how to think critically, lead a healthy life, behave ethically, and assume the responsibilities of citizenship in a pluralistic society. Youth service to promote values for citizenship will be an essential part of the core academic program. Service Learning will provide the mechanism for applied learning opportunities.
- Develop and offer an independent study option for students in accordance with the provisions of Education Code Sections 51745-51749.3.

CURRICULUM

The Charter School's curriculum will be aligned with the Common Core State Standards ("CCSS"). State approved texts and materials will be used, along with a variety of supplemental resources. The core curriculum will include reading/language arts, mathematics, history/social science, and science. The content standards will define for each subject and grade level the most important knowledge that students must acquire and the skills that they must master. At the high school level, the core curriculum will include University of California "A"- "G" approved courses with additional support and enrichment courses. The Advancement Via Individual Determination ("AVID") program will be offered to provide support to the rigorous academic requirements.

Appropriate grade-level mastery of: CCSS academic skills will include, but not be limited to, the following:

- ***Language Arts:*** Students will demonstrate strong reading, writing, speaking, and listening skills in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.
- ***Mathematics:*** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts including those within number sense and operations, functions and algebra, geometry and measurement and statistics, data analysis, and probability.
- ***Social Science/History:*** Students will understand and apply knowledge in the areas of history, geography, economics, civics, and government in order to serve as citizens in today's world of diverse cultures.
- ***Science:*** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science.
- ***Language Other Than English:*** Students will develop communication skills in a language other than English.
- ***Visual and Performing Arts:*** Students will develop skills in a visual or performing arts yearlong course such as dance, drama or visual art.

TRANSFERABILITY AND ELIGIBILITY OF HIGH SCHOOL COURSES

The Charter School shall offer courses which meet the University of California A to G requirements and shall inform students and parents on an annual basis as to the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. In addition, Roseland Charter School is accredited by the Western Association of Schools and Colleges.

UNIQUE ASPECTS OF THE EDUCATIONAL PROGRAM

The teachers are expected to prepare students for high school graduation and post-secondary education in a standards-based approach with student-centered learning opportunities. All staff members have a variety of opportunities for professional development, as guided by the Accelerated Schools Process. Action Plans that come from cadre work include plans for staff development that provide the training to implement school reform. Trainings focus on implementation of the Common Core State Standards, bringing the Charter School closer to its vision, identifying best teaching practices, and guaranteeing accountability for school-wide goals. An Accelerated Schools coach trains the Charter School's students, and staff in the details of philosophy, governance structure, and inquiry process. Classroom instruction is based on constructivist learning theory.

Technology is available to all students as an integral part of their curriculum and staff members are adequately trained to use computers, multi-media equipment, and other forms of technology in the everyday teaching. At the secondary level, 1:1 computers are used to enhance the instructional and learning experience. Most teachers use "Google Classroom" to inform students of the required learning tasks and to allow students to submit their assignments online. Teachers are competent in the use of technology for enhancing their lessons, in assisting in their daily work as teachers, in improving their written and audio-visual communication skills (examples include: an online gradebook, Google Classroom, Google Apps for Education), and in utilizing an online gradebook, providing parents with immediate access to student grades. Teachers are encouraged to self-assess the areas where they feel a need for more support and professional development. This is achieved through outside workshops and conferences, as well as through the help of veteran teachers who show great willingness to mentor newer teachers. Peer support teams, informal, or formal and cross grade-level collaboration promote the Charter School as a place for professional and personal growth for every staff member, as well as a place of learning for every student.

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

Teachers are expected to:

- Possess demonstrable professional competence.
- Provide caring emotional support for all students to develop positive educational values.
- Maintain emotionally and physically safe learning environments.
- Implement standards-based education in all core areas of the curriculum.
- Use curriculum materials and assessment practices that are aligned with standards.

- Communicate with students and parents in an ongoing manner regarding student progress and standards and expectations.
- Assign relevant and thoughtful homework linked to content and performance standards.
- Establish the development of foundational and academic literacy for all students as the highest priority in the Charter School.
- Use support personnel effectively, including aides, tutors, and adult volunteers.
- Avoid classroom interruptions.
- Facilitate student access to human services agencies or other appropriate helping organizations.
- Inform students, parents, and the community about the basic and special efforts of the Charter School to help all students meet or exceed required levels of academic proficiency.
- Be encouraged to be innovative.

LEARNING OPPORTUNITIES

- Students will develop a core knowledge of basic information that a person needs to be a successful and productive citizen.
- Students will be given the opportunity to develop strong citizenship and leadership, and the ability to collaborate and work effectively with others within the K-12 community.
- Underlying and utilized throughout each of the core curriculum areas will be additional skills such as: critical thinking, technology, creative expression through various forms of the arts, knowledge of pertinent issues of health, and the development of physical fitness.
- Students will know how to access and use information via the use of electronic equipment/technology.
- Students will locate information from print and digital sources, and validate the quality and integrity of the content.
- Students will participate in a well-articulated physical fitness program that will serve them throughout their lives. The program will include extracurricular sports opportunities.
- Students will participate in visual and performing arts opportunities both as a participant and a spectator to broaden student's awareness.

ENGLISH LEARNERS

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English

proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

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

English Language Proficiency Assessment

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.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, 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 K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the 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 paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In 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.

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 through 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 English Learner 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 English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the testing service provider. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

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

Strategies for English Learner Instruction and Intervention

At a minimum these policies and procedures shall ensure the following:

- Identify students who need assistance,
- Develop a program that, in the view of experts in the field, has a reasonable chance for success,
- Ensure that necessary staff, curricular materials, and facilities are in place and used properly,
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and assess the success of the program and modify it where needed.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

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

STUDENTS WITH DISABILITIES

PUBLIC SCHOOL OF THE DISTRICT

The Charter School has not provided verifiable written assurances that the Charter School will participate as a local educational agency in a special education plan approved by the State Board of Education pursuant to Education Code Section 47641(a). Therefore, the Charter School shall be deemed a public school of the District for purposes of special education, in accordance with Education Code Section 47641(b).

A charter school that is deemed to be a public school of the local educational agency that granted the charter for purposes of special education shall participate in state and federal funding in the same manner as any other public school of the granting agency. Further, a child with disabilities attending the Charter School shall receive special educational instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of the District. The District shall ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the Individuals with Disabilities in Education Act ("IDEA").

NON-DISCRIMINATION

The Charter School shall not deny nor discourage any student from enrollment due to a disability or due to the Charter School's concerns about its ability to provide appropriate services. The Charter School will comply with all provisions of federal law and implementing regulations related to the rights of disabled students and their parents (20 U.S.C. Chapter 33).

The Charter School facilities shall not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program offered by the Charter School.

SERVICES

The Roseland Charter School will work with the District to meet the legal requirements pertaining to special education services. These will include, but not be limited to, referrals, evaluations, and qualifications for eligibility, and placements that best meet the needs of the special education students. The details of this partnership will be outlined in the annual operating agreement between the Charter

School and the District.

FUNDING

The parties agree that, pursuant to the division of responsibilities set forth in this Agreement, the Charter School has elected the status of any other public school in the District for the purposes of special education services and funding, and the District has agreed to provide special education services for the Charter School, consistent with the services it provides at its public schools. Consistent with this division of responsibility, The District shall retain all state and federal special education funding allocated for Charter School students through the Special Education Local Plan Area (“SELPA”). The details of the funding provisions will be included in the annual operating agreement between the Charter School and the District.

DISCIPLINE

The Charter School shall follow the requirements of State and Federal law in regard to the suspension or expulsion of special education students including but not limited to the requirement that a manifestation determination be made prior to any change of placement.

SECTION 504/AMERICANS WITH DISABILITIES ACT

The District shall be responsible for the Charter School’s compliance with Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities Act (“ADA”) with respect to eligible students.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s current Board-approved Local Control and Accountability Plan (“LCAP”), attached as Appendix C.

In accordance with Education Code Section 47606.5, since July 1, 2015, Roseland Charter School has and will continue annually updating its LCAP, including the goals and annual actions to achieve those goals and all other items required pursuant to Education Code Section 47606.5, using the template adopted by the State Board of Education pursuant to Education Code Section 52064.

ELEMENT B (2) MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes identified for use by the charter school “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

- Education Code Section 47605 (b)(5)(B)

In order to best serve our students and community, the Charter School will continue to examine and refine its list of student outcomes, including increases in student academic achievement, both schoolwide and for all numerically significant pupil subgroups, over time to reflect the Charter School’s mission and any changes to state or local standards that support such mission.

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s current Board-approved Local Control and Accountability Plan (“LCAP”), attached as Exhibit [].

Roseland Charter School will be subject to applicable ESEA and California state accountability requirements.

**ELEMENT C (3) METHODS TO ASSESS PUPIL PROGRESS TOWARDS
MEETING OUTCOMES**

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 Section 47605 (b)(5)(C)

Roseland Charter School students will be assessed in each of the core academic areas by a combination of multiple measures including, but not limited to, standardized testing, teacher observations, review of authentic student work portfolios, student journals, student self-evaluation, language fluency assessments, informal reading inventories, oral presentations, individual projects and group projects. The results of these multiple measures will be the basis for changes and improvements in the educational program.

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

ELEMENT D (4) GOVERNANCE STRUCTURE OF THE SCHOOL

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 Section 47605(b)(5)(D)

The Charter School is operated as a California non-profit public benefit corporation, pursuant to California law. As the Charter School is operated as a California non-profit public benefit corporation, the Charter School will be governed pursuant to the corporate bylaws, as subsequently amended pursuant to the amendment process specified in the bylaws, which shall be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws.

Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School, provided the District has complied with all oversight responsibilities required by law.

The Charter School will comply with all applicable federal, state, and local laws that are applicable to public charter schools. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies, in amounts commensurate with the recommendations of the District's insurers for a school of similar type, size, and location.

BOARD OF DIRECTORS

All directors shall be designated by the existing directors. The chairman of the board of directors or, if none, the president, will appoint a committee to designate qualified candidates for election to the board of directors at least thirty (30) days before the date of any election of directors. The Charter School shall have at least a three (3) person corporate Board of Directors (not including the District's representatives).

The membership, term, etc. of the Board of Directors shall be delineated in the corporate bylaws.

In addition to the minimum three members, the District, as the charter granting entity, shall have the right to appoint one (1) representative and one (1) alternate representative to the Corporate Board of Directors.

The District Superintendent sits in a non-member advisory role to the Board of Directors.

The Board of Directors may recommend any program, activity, or may otherwise act in any manner, which is not in conflict with, or inconsistent with, or preempted by, any law or this charter, and/or which is not in conflict with the purposes for which charter schools are established.

The Board of Directors shall have the following duties:

- 1) Ongoing approval of the Charter School's budget to be ratified by the District Board.
- 2) Annual review of the goals/objectives for grades K through 12 within the terms of the Charter.

- 3) Annual review of assessment standards for grades K through 12 within the terms of the Charter.
- 4) Annual review of curriculum and supporting materials within the terms of the Charter.
- 5) Oversight and approval of annual assessment of Charter School program.
- 6) Advise the District Board through the District Superintendent on any matter affecting the Charter School.
- 7) Approval of policies and procedures related to the Charter School.

Staff and parents of the Charter School will be encouraged to bring proposals or concerns to the attention of the Board, which in turn may bring the matter to the District Board.

ROSELAND SCHOOL DISTRICT BOARD OF TRUSTEES

All duties and operations regarding the Charter School not specifically listed as a duty of the Board of Directors shall be considered a duty of the District Board of the District Trustees ("District Board") unless otherwise delegated by the District Board to the Board of Directors or other committee as allowed by this charter. These duties include but are not limited to:

- 1) Ratification of the Charter School budget
- 2) Management of Charter School personnel including, but not limited to evaluation, discipline, hiring, collective bargaining and grievances
- 3) All special education services
- 4) Provision and management of Charter School facilities
- 5) Transportation of Charter School students
- 6) Food services for Charter School students
- 7) Maintenance and operations for the Charter School

The District Board may delegate its authority to the Board of Directors or any advisory committees as needed.

The District shall have supervisory oversight of the Charter School. Such duties may include, but are not necessarily limited to, review and renewal of the charter, review and approval of amendments, revocation, review of annual audits and STRS/PERS reporting.

The District shall manage all day-to-day administration of the Charter School through the Superintendent and the Charter School Principals.

PARENT INVOLVEMENT

An essential tenet of the philosophy of the Charter School is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants.

Roseland Charter families attend and actively participate in School Site Council/ELAC, Parent Advisory Committees, Parent Conferences, Parent University Events, and other family events on campus. These bodies are vital to our governance. Our active Parent Clubs provide volunteers for school activities and raises substantial funds for our many programs. Parents are consistently surveyed each year to inform the LCAP process and surveyed additionally when needed. Parents are the reason our charter was created and so they are an important component of our school.

Excellence in the Charter School can be better accomplished and maintained if those parents/guardians available to Charter School students participate in the governance of the Charter School. To this end, the Charter School parents will be granted equal representation to Charter School staff on, and be encouraged to participate in the K-12 School Site Council/ ELAC committee.

Diversity in the parent population is a great strength that improves the educational program for all. Parents have different philosophies and approaches to their involvement in their children's education. Likewise, parents may contribute in many different ways to the collective responsibility of running the Charter School and making its educational program a success. Recognizing that each parent, like each child, is unique in terms of background, experience, and ability, parents will be encouraged to contribute to the Charter School's success by volunteering their skills, time, and resources to the extent that they are able. To that end, the Principals of the Charter School shall meet or annually survey parents to determine what contribution they may make to the Charter School given their individual time, abilities, and resources. However, neither financial contribution nor mandatory volunteer hours shall be used as a criterion for admission or continued enrollment.

Parents are encouraged to attend parent meetings and educational trainings throughout the school year including parent-student conferences. Parents have access to all students grades and assignments online and can contact the school or teachers anytime via voicemail or email.

SUPERINTENDENT

The Superintendent of the District shall serve as the Director of the Charter School, and act as a liaison between the Charter School and the District Board, and shall manage the day-to-day administration of the Charter School, along with the Principals.

CHIEF FINANCIAL OFFICER

The Chief Financial Officer of the District shall also serve as the Chief Financial Officer of the Charter School.

PRINCIPALS

The Charter School Principals will communicate directly with the Board of Directors, the School Site Council, the District Superintendent and District Board as necessary. The Charter School Principals are responsible for the daily administration of the Charter School.

ADMINISTRATIVE SERVICES

The Charter School shall use all centralized services of the District unless otherwise approved by the District Board.

ELEMENT E (5) EMPLOYEE QUALIFICATIONS

The qualifications to be met by individuals to be employed by the charter school.

- Education Code Section 47605 (b)(5)(E)

The Charter School will retain or employ faculty who hold appropriate California teaching certificates, permits, or other document equivalent to that which a teacher in other public schools would be required to hold. These teachers will teach the core academic classes. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions. Recommendations for hiring of employees shall be done by the District Superintendent or Charter School administrative designee. Employment of all certificated and classified staff members of the Charter School will be approved by the District Board.

The Charter School may also employ or retain non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in noncore, non-college preparatory courses and activities.. Teaching positions for which flexibility may be granted shall receive prior approval by the District Board.

ELEMENT F (6) 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 include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

- Education Code Section 47605 (b)(5)(F)

The Charter School shall comply with all health and safety policies of the District including but not limited to the policy establishing that the Charter School functions as a drug, alcohol, and tobacco free workplace and the requirements that each employee of the Charter School submit to a criminal background check and furnish a criminal record summary as required by Education Code section 44237 as well as a requirement to seek the criminal background check of vendors as required by Education Code Section 45125.1.

These policies will be reviewed on an ongoing basis in the Charter School and District's ongoing development efforts.

**ELEMENT G (7) MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE
REFLECTIVE OF THE ROSELAND SCHOOL DISTRICT**

The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

- Education Code Section 47605 (b)(5)(G)

The Charter School will strive to achieve a racial and ethnic balance amongst its student population that is reflective of population of the territorial jurisdiction of the District. The Charter School shall implement these efforts with a student recruitment strategy aimed at attracting a broad base of students and providing services for Charter School students that would serve a broad base of students.

As such, the Charter School shall implement a student recruitment strategy, which shall include, but is not necessarily limited to, the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process within the District.
- The development of promotional and informational materials that appeal to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- Outreach meetings in the District to reach prospective students and parents.
- The distribution of promotional and informational materials to a broad variety of community group and agencies that serve the various racial, ethnic, and interest groups represented in the District.

ELEMENT H (8) ADMISSION POLICIES AND PROCEDURES

Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). - Education Code Section 47605 (b)(5)(H)

The District Board shall have the sole authority to determine the capacity of the Charter School. The determination of school capacity shall be based on the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the Charter School site, and the level of interest shown by students who want to attend the Charter School.

There shall be no admission criteria, testing, or other evaluation required of any applicant. The Charter School shall not charge an application fee, nor shall it charge tuition. The Charter School shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of any characteristic described in Education Code Section 220. The Charter School will comply 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(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School shall admit and enroll all students who wish to attend the Charter School provided that the Charter School's space and capacity is not exceeded.

The Charter School shall require students who wish to attend the Charter School to complete the following as part of the application processes:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing are determined in the Charter School's Admission Policy, which currently reflects:

RAMS Enrollment Preferences

Students currently enrolled in RAMS are exempt from the lottery

- 1) Students currently enrolled in any Roseland School District program (charter or non-charter) who have been continuously enrolled for a minimum of 4 school years*.
- 2) Students currently enrolled in any Roseland School District program (charter or non-charter) who have a sibling admitted to or attending in the Charter Middle or High School, or who have a sibling that graduated from the Charter High School.
- 3) Children of employees of the Roseland District (charter or non-charter)
- 4) Students currently attending the Roseland District
- 5) Students who reside in the District
- 6) Students who do not currently attend any Roseland School District program (charter or non-charter) who have siblings in the Charter Middle or Charter High School.
- 6) All other applicants

RUP Enrollment Preferences

Students currently enrolled in RUP are exempt from the lottery

- 1) Students currently enrolled in any Roseland School District program (charter or non-charter) who have been continuously enrolled for a minimum of 4 school years*.
- 2) Students currently enrolled in any Roseland School District program (charter or non-charter) who have a sibling admitted to or attending in the Charter Middle or High School, or who have a sibling that graduated from the Charter High School.
- 3) Children of employees of the Roseland District (charter or non-charter)
- 4) Students currently attending the Roseland District
- 5) Students who reside in the District
- 6) Students who do not currently attend any Roseland School District program (charter or non-charter) who have siblings in the Charter Middle or Charter High School.
- 7) All other applicants

RCP Enrollment Preferences

Students currently enrolled in RCP are exempt from the lottery

- 1) Students currently enrolled in any Roseland School District program (charter or non-charter) who have been continuously enrolled for a minimum of 4 school years.*

2) Students currently enrolled in any Roseland School District program (charter or non-charter) who have a sibling admitted to or attending in the Charter Middle or High School, or who have a sibling that graduated from the Charter High School.

3) Children of employees of the Roseland District (charter or non-charter)

4) Students currently attending the Roseland District

5) Students who reside in the District

6) Students who do not currently attend any Roseland School District program (charter or non-charter) who have siblings in the Charter Middle or Charter High School.

7) All other applicants

** Example: prior to the year of submission of enrollment packet, ie a student wanting to attend 7th grade needs to be continuously enrolled since at least 2nd grade and a student wanting to attend 9th grade needs to be continuously enrolled since at least 4th grade*

***There may be instances at the high school where course work required for graduation by potential new enrollees are not available, therefore priority would be given to those students whose course work is available.*

The Charter School has adopted a policy which shall fully delineate the application and random drawing process.

The Board of Directors 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 Principals). Separate lotteries shall be conducted for each grade 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. 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 there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are 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.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School'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 Charter School will also inform all applicants and 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. The Charter School will conduct the lottery in the fall for enrollment in fall of the next school year.

ELEMENT I (9) FINANCIAL AND PROGRAMMATIC AUDIT

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

- Education Code Section 47605 (b)(5)(I)

FISCAL AUDIT

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). 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 Controller's K-12 Audit Guide. The Charter School will utilize the external auditors of the District for an annual independent audit of the Charter School's financial affairs, if available, or shall contract for the same from a third-party provider which is on the State Controller's list of approved educational audit providers, with District approval.

The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and review the Charter School's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the Charter School. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The administration will review any audit exceptions or deficiencies and report to the Charter Board and the District Board with recommendations on how to resolve them. The District Board, with input from the Charter Board, shall determine the manner by which the exceptions and deficiencies will be resolved. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT J (10) PUPIL SUSPENSION AND EXPULSION

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 his or her 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 school days 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 him or her 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 Section 47605(b)(5)(J)

Pupil Suspension and Expulsion board policy is attached as Appendix B. Updates will be approved by the Board of Directors periodically, as deemed necessary to reflect the most current legal requirements.

ELEMENT K (11) RETIREMENT SYSTEMS

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

- Education Code Section 47605(b)(5)(K)

The full-time non-certificated staff at the Charter School shall participate in the federal social security system and the Public Employees' Retirement System ("PERS"). The certificated staff shall participate in the State Teachers' Retirement System ("STRS"). The Charter School will also make contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of public school employer. The District shall create any reports required by STRS or PERS on behalf of the Charter School and its employees. The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for staff at the Charter School. The Principals are responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT L (12) PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public school attendance alternative for pupils residing within the school district who choose not to attend charter schools

- Education Code Section 47605(b)(5)(L)

No student shall be required to attend the Charter School. Students who opt not to attend the Charter School may attend other schools within their school district of residence, or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT M (13) DESCRIPTION OF EMPLOYEE RIGHTS

A description of the rights of an employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.

- Education Code Section 47605(b)(5)(M)

All employees of the Charter School shall be considered employees of the District, with all the rights and benefits accorded such employee. Charter School employees shall be covered by existing contract conditions and shall be members of the appropriate bargaining units.

Charter School employees will retain all years of seniority/service and rights of rehire, in the same way as applied to other District employees. Teachers and staff leaving their current District positions to work at the Charter School will continue at the appropriate pay scale level and will continue to accrue years of service/seniority within the District.

Should a Charter School employee desire to return to an elementary classroom within the District, all Charter School service shall be taken into account, and the employee may return to the elementary classroom in accordance with appropriate contract conditions and current grade- level change request guidelines.

ELEMENT N (14) DISPUTE RESOLUTION PROCESS

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

- Education Code Section 47605(b)(5)(N)

INTENT

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the District, (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 and governing board members of the Charter School and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this Element. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

DISPUTES ARISING FROM WITHIN THE CHARTER SCHOOL

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and the Board of Directors of the Charter School, shall be resolved pursuant to policies and processes developed by the Charter School. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

The District will promptly refer any complaints or reports regarding such disputes to the Board of Directors or the Principals for resolution pursuant to the Charter School's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Charter Board has requested that the District intervene in the dispute.

DISPUTES BETWEEN THE CHARTER SCHOOL AND DISTRICT

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

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Principal of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite

to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Principals, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Principals, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Principals, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Principals, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. 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 District and the Charter School.

OVERSIGHT, REPORTING, REVOCATION, AND RENEWAL

The District may inspect or observe any part of the Charter School at any time. While informal visits to the Charter School by District representatives will always be welcome, both parties will jointly develop a formal annual site visitation process and protocol to enable the representatives of the District to gather information needed to confirm the Charter School's performance and compliance with the terms of this charter.

If the District Board believes it has cause to revoke this charter, the District Board agrees to notify the Charter School Board of Directors in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action. Exceptions to this process will be made if the violation constitutes a severe and imminent threat to the health or safety of the pupils. The District Board will follow the provisions of Education Code Section 47607 and its implementing regulations in the event it pursues revocation of the charter.

Applications to the District to renew or materially revise the charter shall include all the same information, be processed in the same way, be subject to approval or denial on the same basis, as proposals for new charter schools, except that any renewal approval shall be for a period of five years from the expiration date of the charter and a material modification when approved shall not affect the expiration date of the charter as originally approved. Charter renewals and material revisions shall be considered pursuant to Education Code Sections 47605 and 47607.

ELEMENT O (15) SCHOOL CLOSURE

A description of 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 pupil records.

- Education Code Section 47605(b)(5)(P)

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

Closure of the Charter School will be documented by official action of the District Board and Charter School Board of Directors. The action will identify the reason for closure and shall designate a responsible entity and the name(s) of and contact information for the person(s) to whom responsible inquiries may be made regarding the closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The District Board will promptly notify the parents (guardians) or pupils, the County Office of Education, the SELPA, the retirement systems in which the Charter School's employees participate and the California Department of Education of the closure and of the effective date of the closure; the name of the entity and persons designated above; the pupil's school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

The District will provide a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible entity designated above.

The District will ensure the transfer and maintenance of all pupil records, all state assessment results, and any special education records to the custody of the responsible entity designated above, except for records and/or assessment results that the charter may require to be transferred to a different entity.

The District will ensure the transfer and maintenance of personnel records in accordance with applicable law.

As applicable, the Charter School will provide parents, students and/or the district with all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. This may serve as the annual audit as well. The audit will be prepared by a qualified Certified Public Accountant

selected by the Charter School and will be provided to the District promptly upon its completion. The audit will include at least the following:

- (1) An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
- (2) 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.
- (3) An assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School shall return 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. The Charter School shall return any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, shall revert to the District, and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation.

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

APPENDIX

Appendix A: Annual Budget, 3 year cash flow and financial projections

Appendix B: Pupil Suspension and Expulsion

Appendix C: LCAP

Appendix D: CDE DataQuest/CAASPP Reports (Dashboard Reports)