



**PRESENTED FOR CHARTER RENEWAL CONSIDERATION TO**

**Ukiah Unified School District Governing Board**

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**By the Board of Directors**

**Charter Academy of the Redwoods**

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Prepared in compliance with the terms, conditions, and requirements of  
**EC 47605 and related statutes and as amended - The Charter School Act**

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## TABLE OF CONTENTS

<b>I.</b>	<b>Update Since July 2007 Renewal</b>	<b>3</b>
<b>II.</b>	<b>Founding Group: Charter Academy of the Redwoods</b>	<b>9</b>
	The Founders	
	The Board of Directors	
	Legislative Intent	
<b>III.</b>	<b>Educational Philosophy and Program</b>	<b>12</b>
	Mission	
	Educational Philosophy	
	High School Program	
	Students To Be Served	
	Curriculum And Instructional Design	
	Plan For Students Who Are Low Achieving Academically	
	Plan For Students Who Are High Achieving Academically	
	Plan For English Learners	
	Plan For Special Education	
<b>IV.</b>	<b>Measurable Student Outcomes and Other Uses of Data</b>	<b>22</b>
	Measurable Student Outcomes	
	Academic Performance Index	
	Methods Of Assessment	
	Use And Reporting Of Data	
<b>V.</b>	<b>The Governance Structure Of The School</b>	<b>47</b>
	Governance and Parent/Community Participation	
	Delegation	
	Governance and Administrative Roles	
	Seriousness of Purpose	
<b>VI.</b>	<b>Human Resources</b>	<b>52</b>
	Qualifications Of School Employees	
	Compensation and Benefits	
	Employee Representation	
	Rights of School District Employees	
	Health and Safety	
	Dispute Resolution	
<b>VII.</b>	<b>Student Admission, Attendance, and Suspension/Expulsion Policies</b>	<b>57</b>
	Student Admission Policies and Procedures and Assurance	
	Non-Discrimination	
	Public School Attendance Alternatives	
	Suspension/Expulsion Procedures	
<b>VIII.</b>	<b>Financial Planning, Reporting, and Accountability</b>	<b>62</b>
	Budgets	
	Financial Reporting	
	Insurance	
	Administrative Services	
	Facilities	
	Transportation	
	Audits	
	Closure Protocol	
	School Management Contracts	
<b>IX.</b>	<b>Impact On The Charter Authorizer</b>	<b>66</b>
	Civil Liability	
	Services Obtained From Charter Authorizer	
	Renewal	
	<b>ATTACHMENTS</b>	<b>68</b>

## I. Update Since July 2007 Renewal

*Accelerated Achievement Academy* opened in August 2002 and operated under the terms of its first charter through July 2007. Since the renewal of the initial charter, highlights of the school's growth into an institutionalized member of the charter school community ensure that the petitioners are able to successfully implement the program of *Accelerated Achievement Academy*.

### Governance

The Charter Academy of the Redwoods' governing board, which originally met three times per year, now has seven regularly scheduled meetings, one of which is the annual/organizational meeting. Directors, along with officers and school management staff, participate in a minimum of two hours of governance-related training per year on topics prioritized by the directors.

The Principal, Selah Sawyer, has continued as principal while adding the title and duties of Co-Executive Director for Charter Academy of the Redwoods (CAR) to her position. Elna Gordan has also been appointed as Co-Executive Director for (CAR). Selah Sawyer and Elna Gordon share the responsibilities for managing Charter Academy of the Redwoods. This has enabled the founders to move into a supporting role shifting the majority of school management to Selah Sawyer, Elna Gordon and, Coordinator for Business and Facilities, Jim Switzer. The founders continue to teach classes and serve as the corporate president and treasurer/secretary. Additionally, they provide support to the management team.

In 2010 *Accelerated Achievement Academy* staff engaged in a comprehensive self-study that resulted in a six-year accreditation with a one-day mid-term visit scheduled for spring 2013 by the Schools Commission of Western Association of Schools and Colleges. The action plan for improvement focuses on increasing the success of all students by developing a comprehensive English Language Development program and increasing access to technology and support software.

Ukiah Unified School District has fulfilled its responsibilities for annual oversight of the school by completing a comprehensive review of *Accelerated Achievement Academy's* operations and compliance with its charter. This has resulted in increased communication with the district's charter school consultant and school staff to ensure adherence with all requirements. The board has received the matrix of compliance with the charter for annual review.

### Business Services

The school has maintained the mandated financial reserve and operated in a financially solvent manner each year. Staff has worked in a concerted manner to adhere to the mission to be well-managed by ensuring that all expenditures have a maximum impact on student achievement.

After six years with *Goodell, Porter, and Fredericks, LLP*, the corporation selected a new audit firm, *Robertson and Associates*. As with previous audits, the new firm has found no exceptions. They have identified several of *Accelerated Achievement Academy's* practices as being models.

The school had a revolving loan of \$125,000. The loan was paid in full in May 2010.

The school has a technology plan that has been approved by the State Board of Education. This plan ensures that teachers receive training and students receive resources that increase student achievement. All students have access to computers in their classroom or in the computer lab. All teachers have access to DPL projectors located in almost every classroom. The school has developed a fairly large library of timely video materials to support academic instruction.

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The school participates in a program of risk-management that includes monthly facility checks and routine staff training on safety-related issues. Both bi-annual visits from the district's insurance provider, North Coast Schools Insurance Group (NCSIG), have resulted in no major concerns and only minor suggestions that were subsequently implemented.

### Educational Services

The high school program has undergone many changes since our last renewal. Additional math classes after Algebra have been included in the program in an effort to prepare students for the California High School Exit Exam and the application of math in the real world. In response to a need for student in post secondary options, the staff has added a College/Careers Seminar every Wednesday for 11<sup>th</sup> and 12 grade students. The seminars explore different career paths with guest speakers, field trips and student exploration. The course also includes information on college admissions and the financial aid process. In addition, the staff has developed three paths towards graduation for students to choose: Early Graduation, Early Release, and Course Recovery. Each path is described in detail in Section IV: Measurable Student Outcomes.

The school has also increased access to after school support in the form of tutorial. All grades have access to after school tutorial twice a week. Students also have access to after school electives that meet once a week. The electives program has recently grown to include engineering, Zumba, salsa dancing, music, art, and singing.

The school also added an ELD teacher to our staff to provide small group ELD instruction as well as all teachers using SDAIE techniques.

As part of our Title I plan, the staff has increased the number of field trips students take both locally and out of town. These have included trips to the California Academy of Science, the Wells-Fargo Center, Safari West, Rosicrucian Egyptian Museum, Mendocino College, Grace Hudson Museum, San Francisco Zoo, Old Faithful Geyser, California State Capitol, and the Lawrence Hall of Science.

The school's Academic Performance Index score fluctuations reflect the fluctuation in our student population's abilities. As the school's students improve academically, they often choose to participate in college preparatory programs at Redwood Academy or Ukiah High School. The majority of the students joining the Academy are struggling academically.

Although, the schools API dipped in 2011, the school did reach its highest API score in 2010 of 703. The school has remained out of Program Improvement until this year. We are currently in Program Improvement Year 1. Unfortunately, the schools individual student successes are not reflected in API or AYP data. The school tracks individual student growth over the previous year's scores. That data reflects an overall increase in individual student growth with 70% of students meeting the Academy's goals of improving student scale scores by 25 points in English or Math, or scoring Proficient or Advanced in any subject during the Spring 2011 assessment. An additional 12% of students showed growth of some amount in English or Math over the previous year. (See Table 4)

Although, the school did not meet the graduation rates for AYP in 2008, the graduation rate has improved to 100% of students graduating in 2011 with all students meeting the credit requirements and passing both sections of the CAHSEE. The staff has increased interventions for students to pass the CAHSEE including the addition of a CAHSEE math class for students who have not passed the math section and added focused CAHSEE instruction in the 10<sup>th</sup> grade English class. The school has also increased interventions for student deficient in credits. During the restructuring of the high school program, the staff added the Course Recovery path. By formalizing this path towards graduation, students and parents are well informed about what they need to accomplish to meet the requirements for graduation. Students are enrolled in Grad Path which provides time for students to make up credits. Additionally, their progress is closely monitored by the principal and staff to

keep them focused on the goal of graduating. Once students have made up all the credits, they, choose a new path towards graduation. (See Table 5)

**Table 1 Academic Performance Index (API)**

API	2007-08	2008-09	2009-10	2010-11
Prior Year Base	678	700	693	703
Growth Target	6	5	5	5
Actual Growth	22	-6	10	-26
Growth API	700	694	703	677

**Table 2 Annual Yearly Progress (AYP)**

AYP Criteria	2007-08	2008-09	2009-10	2010-11
Part Rate: Eng	Yes	Yes	Yes	Yes
Part Rate: Math	Yes	Yes	No	Yes
% Prof: Eng	Yes	Yes	Yes	No
% Prof: Math	Yes	Yes	Yes	No
Met API	Yes	Yes	Yes	No
Graduation	No	Yes	N/A	N/A

**Table 3 STAR Mean Scale Scores 2008-2011**

Gr	Subject(s)	Spring 2008	Spring 2009	Spring 2010	Spring 2011
4	English-Language Arts	336.0	304.5	375.2	374.4
5	English-Language Arts	327.2	339.6	318.5	344.6
6	English-Language Arts	353.9	331.3	365.4	328.1
7	English-Language Arts	325.9	370.9	344.9	337.3
8	English-Language Arts	328.3	328.9	350.1	338.6
9	English-Language Arts	342.0	310.3	315.1	334.7
10	English-Language Arts	304.6	318.6	288.1	315.6
11	English-Language Arts	295.5	297.8	315.0	307.2
4	Mathematics	322.7	318.6	343.3	378.8
5	Mathematics	319.3	329.6	333.5	362.4
6	Mathematics	355.5	334.2	333.3	323.3
7	Mathematics	316.8	355.5	329.0	324.2
8	General Mathematics	339.2	306.8	332.7	317.5

9	Algebra 9	278.9	266.3	273.1	254.3
10	Algebra 9	275.6	278.5	257.6	272.5
11	Algebra 9	266.7 (n=3)	276.6	243.6	278.3
8	History-Soc Studies	335.5	335.2	370.4	331.7
10	History-Soc Studies: World History	302.7	321.4	289.7	301.1
11	History-Soc Studies: US History	310.2	328.7	326.6	343.7
5	Science	328.9	337.7	336.7	355.4
8	Science	334.9	319.9	367.0	337.3
9	Earth Sci	334.5	313.3	328.4	324.7
10	Biology	292.3	315.6	313.8	317.9
10	Life Science	295.8	335.2	318.7	329.8

**Table 4: Percent of Students Showing Growth Over Previous Year**

Type of Growth	2007-08	2008-09	2009-10	2010-11
Increased Score by 25 points in Eng or Math, or Scored Proficient/Advanced	45%	50%	69%	70%
Total Percent of students showing growth in Eng or Math, or scoring Proficient/Advanced	NA	71%	81%	82%

**Table 5: Graduation Rates Broken Down by the CAHSEE and Credit requirements**

Year	Graduation Rate	Students passing both sections of the CAHSEE	Students meeting credit requirements	IEP/504 students receiving a CAHSEE waiver
2007-2008	86.7%	93.3% <sup>1</sup>	93.3% <sup>1</sup>	0%
2008-2009	88.2%	88.2%	94.1% <sup>1</sup>	5.9% <sup>2</sup>
2009-2010	100%	70%	0%	30%
2010-2011	100%	100%	100%	0%

1 Percent represents all students except one meeting the requirement

2 Percent represents one student

### Personnel

The staff has maintained a long-term commitment to the school's success and operation with all administrative and most certificated staff having been here throughout the charter's second renewal period. Of the current full and part-time staff of 26, 17 staff with five or more years of employment at *Accelerated Achievement Academy* include: Donna Ellis, Maggie Singleton, Mark Schott, Courtney Senna, Selah Sawyer, Paul Gilbert, Elna Gordon, Mindi Juszcak, Kim Logan, Rod Logan, Zephyr Quirk, Jim Switzer, Kerri Thies, Teri Wilson, Lucia Ornelas, April Fox, and Jeremiah Juszcak. In the last five years strong additions to the certificated staff were made with Janice Timm (ELD), Ed Andersen (Earth Science, World History), William Pease (English), Stefani Esau (math), Ashley Watson (7<sup>th</sup> Life Science), and Carrie McClure (Life Skills). We have also added two new support staff, Seanen Bevilacqua and Bruce Rustenhoven also. Finally, the schools long-time Coordinator of Technology, Michael Blower, resigned his position in June 2011. His replacement, Melinda Decker, was hired November 2010 to begin the transition. This year marks Melinda's first year as Coordinator of Technology. The school's principal, Selah Sawyer, completed her Master of Arts degree in Educational Leadership and Policy at California State University, Northridge and received a California preliminary administrative services credential. Additionally, Selah Sawyer and Elna Gordon have been appointed as Co-Executive Directors in 2010. Mindi Juszcak also completed her Master of Arts degree in Educational Leadership and Policy at California State University, Northridge and is eligible to receive a California preliminary administrative services credential providing additional administrative support. The school has also added its first school counselor, Zephyr Quirk. She completed her Master of Science in School Counseling and is applying for a Pupil Personnel Services credential. This charter period has seen the transition from administration of the school by the founders to staff that have stepped up with competence, a shared vision, and a pioneering spirit.

Office staff continues the practice of teaching at least one period. Selah Sawyer teaches math; Kerri Thies facilitates Student Aide; Mindi Juszcak teaches English; Zephyr Quirk teaches US History and Government/Economics; and Melinda Decker provides instruction in computer lab. Having all staff provide classroom instruction has proven to be a significant strength; all staff members relate to students as teachers, can use the student information system to monitor student progress, and can work with parents based on personal familiarity with students.

The school staff has increased their efforts to support EL students and families by adding Lucia Ornelas to the office staff. She provides the much need ability to communicate with our Spanish speaking families. The school also added an ELD teacher, Janice Timm, to our staff to provide small group ELD instruction.

In keeping with state and federal requirements, all certificated teachers are also properly assigned. To acknowledge staff members who earn additional credential authorization, the Board of Directors provides a stipend to teachers who add credential authorizations.

The school continues to provide excellent supervision during breaks, through transitions on the fairgrounds, and in crossing students before and after school on State Street. This supervision is an essential component of the school's mission to provide a school that is safe: physically and emotionally.

### Student-Family-Community Relations

One of the most critical steps the school has taken during this renewal period is to provide an orientation in Spanish and English for all students and parents prior to completing the enrollment process. This has ensured that families joining the school are aware of the school's commitment to its Academic, Behavior, and Uniform Codes and have an opportunity to get their questions answered.

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Since providing the standardized program, the number of students withdrawing from the school during the first semester has significantly declined.

The school provides parents and students with access to information about scheduling, grades, and attendance with the web-based information program PowerSchool®. Parents and students are given user names and passwords that allow them to check their grades any time they wish. Teachers have a uniform system of recording grades including an agreement that all daily work will be entered within two days and major assignments and exams will be entered within five days. PowerSchool® also provides parents with an easy email link to staff to promote timely communication. Administrative staff monitors teacher adherence to the agreements and parent and student access to the information.

With the increased reliance on Internet-based technology for communication with parents, the staff recognized the need to provide support for families who did not have Internet access elsewhere. Staff, computers, and training are available to both English- and Spanish-speaking parents who wish to come to school; students also print out grade reports, known as Quick Look-ups, to take home for parent review and follow-up.

The school provides three Parent Booster meetings a year on topics selected by parents. These have included helping students succeed in English and math, using information about grades to increase achievement, and organizing events for students, among others. The staff also hosts three Family Fun Nights each year with activities such as crafts, games, talent shows, and carnivals, among others. The staff also conducts three Honors Assemblies at the end of each quarter to give awards ranging from Positive Attitude to Honor Role. Parents are encouraged to attend. In addition, students host weekly Community Assemblies in which parents are encouraged to watch.

The parent satisfaction survey shows a high level of satisfaction for all aspects of the school's operation as reported in each Annual Report. Although there are, upon occasion, parents who are unhappy with specific situations related to their student, there have been no formal complaints. The school does have a Uniform Complaint Procedure and the county superintendent has found the school to be in compliance with the procedure and policy. The school's Principal, Selah Sawyer, and Counselor, Zephyr Quirk, help students and their families resolve many issues that typify the stresses of adolescence, modern life, and academic rigor.



## II. Founding Group: Charter Academy of the Redwoods

Charter Academy of the Redwoods (“CAR”) is a nonprofit 501(c)(3) public benefit corporation founded in 1999 to provide charter school development, management, and advocacy. CAR staff also provides consulting services to traditional and charter schools in such areas as instructional systems auditing. At the September 30, 2011 meeting, the Board of Directors acted unanimously to approve the renewal petition for *Accelerated Achievement Academy*. This petition is submitted as a result of that action.

### The Founders

Charter Academy of the Redwoods’ founders, Dr. Kimberly M. Logan and Roderick A. Logan, have over fifty years aggregate experience in all phases of public school education, working with school boards, charter school administration, and business consulting. They are charter school leaders and were recognized by the California Charter Schools Association as recipients of the Hart Vision Award for Charter School Leadership in 2006. With different but complementary educational experiences, they are committed to pioneering advances in public education. Kim Logan has a life teaching credential and possesses a master’s degree in educational administration and a doctorate in educational leadership; Rod Logan has a life teaching credential and over twenty years experience in business consulting focused on government and safety regulation. The founders have demonstrated the capacity to establish and sustain an excellent school having designed and administered two charter schools: *Redwood Academy of Ukiah*, a fully accredited California Distinguished School established in 2000 whose charter was renewed through 2014, and fully accredited *Accelerated Achievement Academy* established in 2002, renewed through 2012, is requesting renewal of its charter. The Logan’s charter school experience includes eleven years of prudently: establishing the corporate governance structure, by-laws, and board policies; overseeing budget development and financial management resulting in audits that are free from findings; hiring and training certificated and classified staff to ensure implementation of quality curriculum and instruction in safe, challenging, well-managed schools; managing cross-disciplinary assessment for all grades including administration of all required standardized tests; meeting students’ educational and social needs on the spectrum of gifted to exceptional; acquiring, developing, and equipping suitable educational facilities; working with parents and community members to support outreach and marketing activities resulting in a positive community view of the schools and waiting lists for most grades; and ensuring that the charter school is in compliance with all applicable federal, state and local laws and regulations including the required assurances provided in Attachment 2.

Recognizing the needs of students who are academically testing at the “far below basic” and “below basic” bands in English-language arts and mathematics, the founders are committed to the faithful implementation of this charter, to using the lessons learned from successfully completing nine years of the school known as *Accelerated Achievement Academy*, and to fulfilling their commitment to pioneering quality choice in public education.

### The Board of Directors

Charter Academy of the Redwoods manages and operates the charter school known as *Accelerated Achievement Academy* (hereafter “AAA”) pursuant to the terms of its original charter and will continue to do so according the terms of the charter renewal petition. CAR will serve as the California nonprofit public benefit corporation to administer *Accelerated Achievement Academy* as a direct-funded charter school. The founders serve as officers of the corporation; it is not their intent to serve on the corporate Board of Directors, an entity comprised of interested parents and community members currently including: Betty Berndt (chairperson), Linda Dobbs, Jennifer Stutsman, Leticia Trejo and Kip Webb. Its administrative office is located in the corporate office at 1059 N. State Street, Ukiah in Mendocino County, California until such time as a different facility may be

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warranted. The Board will ensure that public funds are effectively and responsibly managed as detailed in section VII.

### Legislative Intent

In keeping with the “Charter Schools Act of 1992” and its subsequent amendments, *Accelerated Achievement Academy* is intended to provide opportunities for teachers, parents, pupils, and community members to establish and maintain a school that operates independently from the existing school structure and that is different from and complements CAR’s other charter schools. The developers of the *Academy* hereby submit a petition for the charter school that will:

*improve pupil learning* by offering a focused program in which: teaching and testing are aligned; new learning is linked to material that is already understood; academic proficiency is achieved by all students; operations are efficient; and instruction using multiple intelligences supports the achievement of rigorous academic standards for students who test below grade level;

*increase learning opportunities for all pupils* by: continuing to seek out a diverse student community that is representative of all students in the region while focusing on the needs of struggling students who require additional support to attain rigorous academic standards; providing pre-assessment and on-going feedback so that students will be able to measure and acknowledge their growth; and using resources that enable every student to find multiple ways to enhance their achievement;

*encourage the use of different and innovative teaching methods* by: maintaining a routine for teachers to share strategies, resources, and challenges; integrating grade level content in the standards for English-language arts, mathematics, social studies, and science; and using real-world activities to learn and assess outcomes;

*create new professional opportunities for teachers* by: involving teachers in the development of a school-wide curriculum plan, the management of many of the *Academy’s* daily operations and exploring opportunities for AAA teachers to work with teachers from other traditional and charter schools as consultants;

*provide parents and pupils with expanded choices* by: offering a public school that is open to all students who are committed to accelerating their rate of achievement in a small school environment; and providing information about what the school is and is not prior to enrollment;

*hold the school accountable for meeting measurable pupil outcomes with a performance-based accountability system* by: using standards to design course content; establishing assessment activities for each course that can be reviewed by the student, parent/guardian, and staff; and expecting every student to make no less than a full year of academic growth; and

*provide vigorous competition to stimulate continual improvements in all public schools* by: enhancing the effectiveness of a school in which students significantly increase their rate of achievement; and by attaining full accreditation for all grades.

To fulfill the intent of the Legislature, the *Academy* developers petition this agency to grant the renewal of the charter for *Accelerated Achievement Academy* to Charter Academy of the Redwoods, a nonprofit public benefit corporation formed, organized, and operated pursuant to the Nonprofit Public Benefit Corporation Law of the Corporations Code. The Academy qualifies for renewal under Education Code 47607(b)(2), “ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.”

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The petition has been signed by all the meaningfully interested teachers, twelve, that the charter school estimates will be employed at the school during its first year of operation under renewal (see Attachment 1). The *Academy* reserves the right to revise the enrollment estimate and to submit related enrollment and budget revisions to the charter authorizer.

The petitioners request that the Board of Trustees find that:

*the Academy presents a sound educational program for the pupils to be enrolled as set forth in sections II and III below;*

*the petitioners are demonstrably likely to successfully implement the program set forth in the petition as attested by the founders' successful operation of Accelerated Achievement Academy and Redwood Academy of Ukiah, two schools that have demonstrated considerable success in the implementation of their charters and as detailed in section I;*

*the petition contains the number of signatures of meaningfully interested teachers as required by the law as attested by the documents attached in Attachment 1;*

*the petition contains an affirmation of public operating principles as included in section II; and*

*the petition contains a reasonably comprehensive description of all required charter contract elements as follows.*

In keeping with legislative intent, the petitioners also request that the agency encourage the *Academy* to become an integral part of the California educational system and encourage the establishment of this charter school.

### III. Educational Philosophy and Program

#### Mission

*The mission of Accelerated Achievement Academy is to “accelerate achievement to prepare students for a successful future in a safe, challenging, well-managed charter school.”* This mission remains unchanged since the school’s opening and is consistent with the requirements for CAR-governed schools as established in board policy and distinguishes it from the mission of other CAR-governed schools. It is consistent with local efforts to improve academic achievement for all students while filling the local need of offering comprehensive instruction for struggling students in keeping with the California state standards for English-language arts, mathematics, social studies, and science. AAA will improve learning for a diverse population of students in grades 4-12 by providing rigorous standards-based instruction as described in this section.

While the main focus of AAA is to accelerate learning for underachieving students, all students of any ability and any achievement level are accepted and there are no entrance criteria.

#### Educational Philosophy

*AAA will operate with the philosophy that all students have different learning styles, abilities, and background experiences and progress at different rates.* At AAA strategies for instruction draws from the work of Henry Levin and Colin Rose who have researched and written extensively on alternatives to remedial instruction for struggling students. This philosophy results in an educational program in which meaningful, rigorous academic standards are developed through activities that tap multiple intelligences. Upon completion of the *Academy’s* instructional program, all AAA students will demonstrate the acquisition of a broad base of essential academic skills, knowledge, and attitudes known as “general exit outcomes” or “expected school-wide learning results” listed in section III. Collectively, these requirements will ensure that the student has the foundation needed to pursue more advanced learning in academics. The four conventional core areas (English language arts, mathematics, social studies, and science) will be the focus of accelerated learning. The Board of Directors, in keeping with corporate policy, and the founders collectively with the staff believe that all people have value, that all people have unlimited potential to learn, that all people are challenged to higher levels of performance by high expectations, and that all people benefit from respect.

**Who The School Will Attempt to Educate:** It is AAA’s intent to be demographically representative of the local intermediate and secondary grades population for grades 4-12 in terms of gender and ethnicity. The school intends to maintain an initial enrollment of approximately 170 students averaging 22 students per grade. All students will be welcome at AAA regardless of prior academic deficiencies and educational experiences. All students will be expected to achieve at higher rates in English-language arts and mathematics than they have previously. An attendance rate of 91.0% or higher will be expected.

In keeping with prior experience, it is anticipated that, in comparison to other schools in the region, a greater percentage of students will be low achieving and a similar or higher percentage of students will be eligible for free- and reduced-price meals. It is also anticipated that the percentage of students with IEPs and Section 504 plans will be slightly greater than the local population. AAA will continue to serve students of all abilities who wish to attend subject only to capacity. Parent participation is strongly encouraged but not required.

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**To Be An Educated Person in the 21<sup>st</sup> Century:** Based on the definition adopted for all Charter Academy of the Redwoods' schools, AAA identifies an educated person in the twenty-first century to include the ability:

- to use language to express individuality with precision and pride;
- to draw from the disciplines of mathematics and science to be a rational thinker;
- to have a sense of self from a cultural and historical context;
- to participate in the arts as a performer and critic;
- to make healthy choices for personal fitness from among competing demands;
- to use technology and artistic tools for personal expression; and
- to have skills and attitudes in an area of personal interest and the motivation and tools to continue to learn.

It is the goal of this charter school to help all AAA students become educated individuals who are intrinsically self-motivated to learn, have diverse yet well-developed interests, and who are becoming competent lifelong learners. The staff will achieve this goal by providing a rigorous academic curriculum using multiple intelligences for students who test below grade level.

**How Learning Best Occurs:** AAA's Board, parents, students, teachers, administrators and support staff are united by the belief that the best learning occurs when:

- Research-based instruction results in the introduction, practice, and mastery of the state content standards.
- Teachers not only teach but also mentor, support, and coach students and each other.
- Parents are active partners in the school and support the work produced by their child.
- Instruction focuses on acquiring information, searching out meaning, triggering memory, exhibiting learning, and reflecting on what is learned.
- Academic skills are acquired within an environment that encourages use of multiple intelligences.
- Students, families, and staff are proud of the school that unites them.
- The entire community serves as a platform for learning. Learning opportunities integrate and bridge school-based learning with community-based learning.

Objective, statewide, and uniform academic standards and assessment strategies drive the *Academy's* instructional program. Each student will participate in an educational program consistent with the standards adopted by the California State Board of Education in English/language arts, math, science, and social studies.

The *Academy* will offer a setting in which the fundamentals of this learning can best occur and will on a regular basis consult with the parents of enrolled students. Parent conferences will be held with parents of students in grades 4-6 two times per year and additionally as needed. Conferences with the parents of high school students are held on an as-needed basis.

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As a site-based program the *Academy* is characterized first as physically and emotionally safe because of its small size and the commitment to consistent use of conflict resolution practices. It establishes an expectation that student effort will emerge into mastery by requiring the staff to provide feedback so students can recognize their own growth. The *Academy* will continue to foster an appreciation for cultural diversity and ensure that all students are respected for the valuable people they are.

### High School Program

In addition to intermediate and middle grades, *Accelerated Achievement Academy* serves high school students in grades nine through twelve. The school will annually notify parents about the transferability of courses to other public high schools and the eligibility of any courses that meet college entrance requirements in the *Student~Family Handbook*. The *Handbook* is distributed to every student upon enrollment to be kept in the student's binder and is posted on the *Academy's* web page. Transferability and college entrance requirements are also discussed at orientation that all incoming students and a responsible parent/guardian are required to attend.

The AAA course offerings are not UC approved. Parents and students will be informed of this fact prior to completion of the enrollment process.

Accelerated Achievement Academy is WASC accredited receiving a 6 year term with a midterm review, expiring on June 30, 2016.

### Students to be Served

It is the intent of the petitioners to continue to serve students in grades 4-12 with an anticipated maximum enrollment of approximately 180. Although much emphasis has been put on tutoring and individual remediation, many students who are academically struggling continue to be frustrated and discouraged by their lack of success. These students most often do not read fluently, have limited creative and analytical thinking skills, and have often not experienced school success since early elementary years, if at all. As a result they often become less willing to do the work required to attain academic proficiency and more likely to drop out of school. During the last nine years, *Accelerated Achievement Academy* has provided opportunities to fill this need and is petitioning Ukiah Unified School District to renew its charter for an additional five years so that all students, including these struggling students may continue to be served by the *Academy*.

After discussion as *Academy* educators, the petitioners recognize that many students would benefit from instruction that: uses a resourceful state of mind; acquires basic facts of a subject in ways that are suited to the individual's sensory learning preferences; searches out meaning that is personal to the learner; applies memory techniques such as association, categorization, and learning maps; enables the learner to "own" the materials by exhibiting it; and allows for the learner to reflect on what has been learned.

Students who choose to attend *Accelerated Achievement Academy* are those who are seeking an alternative instructional program and who recognize that they will benefit from academic instruction that is supported with accelerated learning techniques such as those noted above; therefore, AAA's targeted students are those in grades 4-12 who are motivated to meet high academic standards through accelerated learning. The petitioners embrace the opportunity to include students who are traditionally considered low achieving, high achieving, English learners, or have special education needs and to serve students from all demographic groups in the region. The petitioners recognize that many of these students currently attend schools in Program Improvement and are committed to

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providing an option that may help them use the accelerated learning techniques to achieve proficiency, particularly in English-language arts and mathematics. The Academy's interest is in working with students who need to increase their rate of learning to support the attainment of California state academic standards.

### Curriculum and Instructional Design

Students will be educated in a classroom-based environment with a projected teacher to student ratio for all grade levels averaging approximately 1:22 with qualified paraprofessionals available to provide computer lab activities, small group instruction, and tutoring. The majority of instructional time will include large and small group direct instruction planned and conducted by certificated staff. All strategies presented in the plan for low achieving, high achieving, English learners, and special education students will be incorporated into the regular school day, after school and summer session, and with parents at home. Staff will draw from current research to select and design promising practices.

AAA offers no fewer than the following instructional minutes per grade level as part of a 171 day calendar

**Table 6 Instruction Minutes**

Grades	Instructional Minutes Within the School Day
4-6	58,650
7-9	64,530
10-12	64,530

The required school year is a minimum of 170 days for all grades. AAA also offers an additional 15 days of supplemental instruction in July and tutoring from 3:30-4:25, two days per week. It is expected that the option to offer 170 days through 2013 may be eliminated during the term of this charter; in this case, instructional minutes will be increased to meet or exceed the new legislation.

Tutoring for all students in all grades is additionally provided as part of the regular instructional day, usually by an instructional assistant and is one of the reasons that most grades offer more instructional minutes than are required. Each student has one assigned "Tutorial" period in their schedule. Students in grades 4-8 have Tutorial in the afternoon and Tutorial is one of six assigned classes for students in grades 9-12. Students are provided time in Tutorial to complete assignments made by the regular teacher that may have not been completed in class. Tutorial ensures that students who need extra help have access to it and that students who need extra time to work can be supervised. It also provides students with the opportunity to redo material and demonstrate a higher level of mastery, to work collaboratively with classmates, and to reinforce their own learning by helping others.

The curriculum and instruction design will be based on the principles of accelerated learning supported by integration across core subjects. In keeping with the principles of acceleration, students will participate in activities that draw from multiple intelligences to promote increased use of memory. These strategies will include motivating the mind, acquiring information, searching out meaning, triggering memory, exhibiting what is learned, and reflecting on how the learning occurred. For approximately 20% of instructional time, teachers will use LCD projectors, current video materials, and/or other technology to make instruction dynamic and appealing to the senses. Approximately 20% of instructional time is expected to be independent practice and preparation.

AAA affirms the importance of educating children to be optimally prepared for the twenty-first century. Living in the age of computers and the Internet provides students the opportunity to

acquire knowledge unlike any other time in history. Computer software will include programs for real-world applications that support acquisition of standards such as basic computer keyboarding and word processing to write papers, letters, and stories; textbook links to extend learning in math, social studies, and science; presentation programs such as PowerPoint; and web design and management to share links to academic resources, among others.

AAA will continuously update its educational resources to provide students with current textbooks, state-of-the-art educational technology, and learning experiences to support the achievement of academic standards and development of learning skills. Preference will be given to materials that are linked to state standards including textbooks and supplemental materials and books from the California Recommended Literature list. All course curricula, materials, equipment, and technology use will be subject to approval by the site administrator and consistent with state law. State-adopted content standards will be comprehensively covered in the curriculum for each student through integration and mapping.

Driven by the curriculum and instruction design practice for CAR schools, AAA staff will continually map the curriculum with coordination across core classes and with articulation among grades. The map is used to identify the main content standards to be covered, areas for academic integration, common concepts, and global guiding questions on a quarterly basis for each grade. It will be used to create cross-disciplinary assessments and to maximize the coordination of resource materials for core instruction. Staff, students, and parents will know which standards are to be achieved prior to promotion to the next grade; grades will reflect achievement on the quarter's standards.

Students are provided four core courses: English-language arts, math, social studies, and science. Additional courses support the need for computer training, health and physical education, language acquisition, advanced academic instruction, life skills, and college and career preparation. Using the research-based curriculum map, core courses are integrated with each other enabling language skills and math to support the acquisition of social studies and science standards. Direct instruction is provided in learning strategies and character traits.

The curriculum and instructional design enables all students of AAA to:

- Practice and master the school's academic content standards in their daily assignments;
- Recognize and use their strongest skills and abilities to build confidence, self-motivation, competence, and the desire to be lifelong learners;
- Increase the rate of achievement from that previous experienced by building on academic success and direct instruction in how learning occurs.

A list of courses offered for each grade is included in section III of the petition. Also included (see Attachment 11) is a template of the student curriculum map that is used to: set personal goals for the quarter, long term educational goals, and career goals by each student; identify key topics and activities for each course by grade based on the California State Standards taught that quarter; and identify the coordinated instruction and assessment activities that incorporate two or more subjects for the quarter. These student maps guide the individual and collective curriculum planning of the staff. They are drafted at the end of the prior year and revised as instruction occurs. While helpful for self-contained instruction, these maps are essential to guiding the collaborative work of teachers in departmentalized classes.

Expenses of all regular and supplemental services are included in the school's budget for certificated and classified staff salary and benefits, and instructional materials.

#### *Plan for Students Who Are Low Achieving Academically*

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The petitioners consider students to be low achieving academically when they have any combination of: most recent STAR test scores at “below basic” or “far below basic” in English-language arts or math, retention in one or more prior grades, or a recent history of Ds and F’s in core courses. A significant percentage of AAA students are low achieving and seek out the school motivated to increase their rate of achievement. The petitioners have a five-point plan for academically low achieving students with the goal of helping students catch up and achieve academic proficiency.

First, to identify low achievers and provide for early intervention, all students will be assessed upon enrollment using a review of cumulative records including standardized test scores (e.g., STAR, CELDT, PFT), grades, health record, attendance history, IEPs or Section 504 plans, records of previous assessment and services, and anecdotal information. As needed, additional assessments such as STAR Reading and STAR Math will be administered. When information is unavailable or insufficient, the staff will administer the school’s benchmark test based on California Released Test Questions for the student’s grade to gain an initial gauge of academic level.

Second, the initial assessment will be used to target and support areas in which the student needs intervention to achieve proficiency, initially in English/language arts and mathematics and subsequently in science and social studies. The petitioners believe that both the confidence and the motivation to learn begin by meeting the student at the current level of academic proficiency and then supporting academic challenges with effective learning strategies to engage her or his full potential. Initial and ongoing interventions for low achieving students will include:

- small group instruction by the teacher and support staff tutoring in class;
- individual tutoring by the staff and student partners in class;
- increased use of computer-assisted instruction for specific standards;
- after-school tutoring from 3:30-4:20
- summer session of 14+ days of instruction; and
- home-based opportunities for on-going practice with parent supervision.

Programs such as Accelerated Reader®, Accelerated Math®, Mathscore®, and StudyIsland® are used to target specific skill needs for the above interventions. Other programs such as STAR Reading® and STAR Math® will be used to identify skill-specific intervention groups as warranted for specific standards-based instruction and assessment.

Third, intervention will include helping the student and parent monitor achievement through the use of PowerSchool® to provide open access to the teacher’s electronic grade book. The staff will provide training for parents to use the grade book information to set and monitor academic priorities designed to positively impact student achievement. The staff will also provide all students and families with access to web-based computers in the classroom to access the information if access is not available elsewhere. Parents will receive materials to support their student’s studies at-home in keeping with the established priorities.

Fourth, to directly support low achieving students, AAA believes that the teacher, parents, and student must support early intervention with regular communication. Based on initial and ongoing assessment, all students will be identified for monitoring as follows:

- 1) student is succeeding without staff intervention; check progress mid-term
- 2) student is succeeding with some interventions; check progress three times/quarter
- 3) student is succeeding with significant interventions; check progress weekly; discuss at staff meeting
- 4) student is unlikely to be promoted even with significant interventions; ensure regular student~family~staff communication and planning; check progress weekly.

Monitoring will be the direct responsibility of the student's advisor working with the student~family and staff. The advisor and classroom teacher, if different, will have the responsibility for determining when additional intervention or increased monitoring is needed to ensure that low achieving students are receiving concerted support.

Finally, staff will routinely reassess low achieving students to document progress and involve parents in the process of supporting their children.

#### *Plan for Students Who Are High Achieving Academically*

The petitioners consider students to be high achieving academically when they have any combination of: most recent STAR test scores at "advanced" in English-language arts or math, being promoted through one or more grades, or recent history of As in all core courses. The school anticipates high achieving students who are motivated to accelerate their progress through grades with the intent of early admission to college. The petitioners have a five-point plan for academically high achieving students.

First, to identify high achievers all students will be assessed upon enrollment at AAA using a review of previous cumulative records including standardized test scores (e.g., STAR, CELDT, PFT), academic grades, health record, attendance history, IEPs or Section 504 plans, records of previous assessment and services, and anecdotal information. When information is unavailable or insufficient, the staff will administer the school's benchmark test based on California Released Test Questions for the student's grade to gain an initial gauge of academic level.

Second, the initial assessment will be used to target areas in which the student may benefit from enrichment to enhance mastery initially in English/language arts and mathematics and subsequently in science and social studies.

Third, instruction for high achieving students will be adapted for their individual needs and allow for them to be more highly challenged in their studies. High achieving students will be:

- challenged with enrichment activities that support their acceleration; and
- encouraged to serve as a role model to help other students and will be encouraged to serve as peer tutors and mentors to younger students.

Fourth, to ensure the continued success of high achieving students, AAA believes that the teacher, parents, and student must maintain regular communication. Based on initial and ongoing assessment, all students will be identified for monitoring as follows:

- 1) student is succeeding without staff intervention; check progress mid-term
- 2) student is succeeding with some interventions; check progress three times/quarter
- 3) student is succeeding with significant interventions; check progress weekly; discuss at staff meeting
- 4) student is unlikely to be promoted even with significant interventions; ensure regular student~family~staff communication and planning; check progress weekly.

Monitoring will be the direct responsibility of the Principal and/or school counselor working with the student~family and staff. The advisor and classroom teacher, if different, will have the responsibility for determining when additional intervention or increased monitoring is needed to ensure that high achieving students remain high achieving.

Finally, staff will routinely reassess high achieving students to document progress and involve parents in the process of supporting their children. The staff will use technology and community resources to support the academic interests of high achieving students.

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Plan for Students Who Are English Learners

AAA believes that all EL students who are not proficient in the English language need every opportunity to be able to become proficient in the areas of listening, speaking, reading, and writing within a reasonable period of time and to achieve language proficiency as rapidly and as effectively as possible to meet the AAA academic standards in core subjects. The petitioners have a five-point plan for English learners.

First, AAA staff will use the Home Language Survey, the California Standards Test (CST) score on English-Language Arts, California English Language Development Test (CELDT), teacher evaluation of student academic performance, and parent opinion to identify, assess and track the progress of EL students toward full proficiency in English and/or other required assessments according to the legal guidelines to identify areas of weakness so staff can choose effective educational strategies. All English Learners are entered into the information system, PowerSchool and the administrative staff follows up with all teachers to ensure that EL students are identified and receive English language development instruction within their English class in addition to small group ELD instructions. AAA will test EL students annually until they are reclassified.

Second, the AAA staff shall provide EL students with daily English language development instruction based on their performance band on the CELDT to attain a proficiency level of Early Advanced as rapidly as possible through:

- full immersion in large group direct academic instruction;
- small group ELD instruction on their specific needs as determined on the CELDT;
- daily instruction in the English classroom where strategies such as those taught in SDAIE training are used, including running dictation, reciprocal teaching, graphic organizers, and jigsaw teaching;
- after school tutoring with the teacher and/or aides; and
- summer session with a certificated teacher and instructional assistants.

Students who need additional support receive supplemental small-group and individual tutoring. It is the petitioners' intent to ensure that each English learner achieves full proficiency in English and academic achievement at grade level. The increased instructional minutes, especially in lower grades, and direct instruction in how learning occurs will provide numerous opportunities for limited English speakers to use knowledge of their first language to acquire English language proficiency.

Third, teachers who work with EL students will be recruited, trained, assigned, and assisted to support EL students. Staff will participate in quality professional development activities to remain current on strategies that work for English Learners. The focus of professional development will be to increase the use of curriculum, assessment, and instructional strategies that enhance EL students' achievement. The charter school has fully qualified, appropriately credentialed staff members, fully prepared to provide quality service to EL students.

Fourth, the staff will use the CAR reclassification process using multiple measures such as standardized testing i.e., CST, CELDT) and classroom performance to identify students whose language achievement warrants review and reclassification. Title III requires a combination of four measures: performance of Basic in English on California Standards Test; then, if eligible, overall proficiency of Early Advanced with no individual category lower than intermediate as measured by CELDT; teacher evaluation; and parent opinion, and all of these measures will be used (see Attachment 15). Upon reclassification, students will be monitored and provided as needed support until they score Proficient for three years on the CST. (See Attachment 15)

Fifth, parents will be encouraged to participate in language arts activities in ways that support the student's language acquisition. This will include, but not be limited to, helping their child achieve through the Accelerated Reading ® program. Non-English speaking parents will be supported with information about how to monitor their child's work and, as available, given information about community resources to develop their own English language proficiency.

### Plan for Special Education

AAA will continue to serve the needs of exceptional pupils by complying with applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education (FAPE) be provided to, individuals with exceptional needs in keeping with the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973. The petitioners recognize that AAA is responsible for ensuring IDEA compliance. The petitioners have a six-point plan for special education students.

First, the petitioners intend that AAA not be an LEA for the purposes of special education until such time as the CAR Board of Directors deems otherwise. It is the foundation of this plan that AAA and the charter-authorizing agency continue to jointly fulfill the requirements of Education Code §47640 and §47641 and all other applicable requirements through a mutually agreed upon written understanding based on current practice including the Academy's responsibility to contribute and pay for encroachment.

Second, the petitioners intend to insure compliance with all phases of special education including: referral, assessment and identification, and services to insure that federal IDEA mandates are followed. AAA will provide a program that is designed to meet the student's unique educational needs, provides reasonable educational benefit, is in conformity with the student's IEP, and is the least restrictive environment. Strategies for academically low achieving students such as tutoring and extended day/year instruction described above will be included in this program of services.

Third, the petitioners intend to maintain the agreement between the charter and the charter-authorizing special education personnel, to clearly delineate the charter school's roles and responsibilities for the operation of special education programs and establish the charter-authorizing agency as the LEA for special education purposes.

Fourth, AAA staff will work with the charter-authorizing agency staff to ensure the coordination of all phases of the IEP process (i.e., meeting notices, IEP development; implementation, and monitoring) for all students referred and/or identified for special education; and work with agency staff to monitor IEPs for compliance as required to meet state mandates.

Fifth, AAA staff will work with all families to identify the needs of exceptional students attending AAA. Using parent disclosure and review of the cumulative file by AAA staff, information about incoming previously identified students with IEPs will be forwarded to the agency's special education staff so that an educational plan may be implemented at AAA. AAA will utilize present levels of performance and IEP team goals as tools to apply the term "accelerated learning" individually to special education students. The strategies that AAA will utilize to bring a special education student to "accelerated learning" shall include but not be limited to the following : implementation of accommodations established by the Student Study Team, skill-specific tutoring (provided by a resource specialist or through the general education providers as specified in the IEP), parent consultation and provision of resources for home use, increased use of on-line and other technological resources, and increased use of manipulatives.

Finally, the petitioners recognize the duty to identify, locate, and assess students who may require special education and designated instruction and services. In keeping with IDEA's "child find" provision, students whose needs emerge after enrollment at AAA will be referred to a Student Study Team for monitoring, accommodation, and follow-up. It is the goal of the SST to use a Response to Intervention model of assessment, intervention, monitoring of progress, evaluation and revised intervention if needed. All parent requests for special education testing or placement will be forwarded to the special education staff as well as the information recorded by the SST regarding regular education efforts to address the student's needs.

#### IV. Measurable Student Outcomes and Other Uses of Data

##### Program Level: Intermediate Grades

Grade 4	Grade 5	Grade 6
Language Arts 4	Language Arts 5	Language Arts 6
Math Foundation 4	Math Foundation 5	Math Foundation 6
CA History 4	US History 5	Ancient History 6
Integrated Science 4	Integrated Science 5	Earth Science 6
Language Development	Language Development	Language Development
PE/Enrichment	PE/Enrichment	PE/Enrichment

##### *English Language Arts–(Language Arts 4, 5, 6, Language Development)*

**General Exit Outcomes:** Students will demonstrate the ability to read, write, listen, and speak fluently in English. They will also demonstrate the ability to use written, verbal and body language as a tool to create, express, and evaluate personal points of views. The goal is for each student to be a fluent reader and skilled writer as well as a confident speaker and listener.

##### Grade Level Goals and Outcomes:

Grade 4 Students will:

expand their understanding of the basic features of reading by knowing how to select letter patterns and translate them into spoken language using phonics, syllabication, and word parts to achieve fluent oral and silent reading; read and understand grade-level appropriate materials drawing from a variety of comprehension strategies; read and respond to a wide variety of children’s literature showing an understanding of structural features and literary terms ; write clear and coherent sentences and basic paragraphs organized around a central idea showing an understanding of audience and purpose; use the elements of the writing process; use conventional English to describe and explain personal events and experiences; write narratives, responses to literature, information reports and summaries; use conventional sentence structure, grammar, punctuation, capitalization, and spelling in writing and oral conversations and presentations; listen critically and respond appropriately; and perform and evaluate narrative and dramatic presentations .

Grade 5 Students will:

use word origins and relationships, historical clues, and context clues to determine the precise meaning of grade-level appropriate vocabulary; read and understand grade-level appropriate materials using an understanding of text organization, structure, and purpose; read and respond to a wide variety of narrative and expository text including historically significant pieces about early America; write clear and coherent essays organized around a central idea showing an understanding of audience and purpose; use the elements of the writing process in narrative, expository, and research pieces; use conventional English to write narrative, expository, persuasive, and descriptive texts of at least 500 words; use conventional sentence structure, grammar, punctuation, capitalization, and spelling in writing and oral conversations and presentations; listen critically and respond appropriately; and perform and evaluate narrative, informative and oral responses to literature in presentations.

Grade 6 Students will:

use word origins and relationships, historical clues, and context clues to determine the precise meaning of grade-level appropriate vocabulary and to read aloud fluently in reader's theater; read and understand grade-level appropriate materials using an understanding of text organization, structure, and purpose; read and respond to a wide variety of narrative and expository text including historically significant pieces about ancient history and critiquing characterization and plot; write clear and coherent pieces showing an understanding of the various writing purposes; use the elements of the writing process in narrative, expository, research reports, responses to literature and persuasive compositions; use conventional English to write narrative, expository, persuasive, and descriptive texts of at least 700 words; use conventional sentence structure, grammar, punctuation, capitalization, and spelling in writing and oral conversations and presentations; listen critically and respond appropriately; and perform and evaluate narrative, informative, oral responses to literature, persuasive argument, and presentations focused on problems and solutions.

### **General assessment strategies:**

We recognize that English language arts is a set of interdependent and developmental skills in which proficiency is assessed on a continuous basis with an expectation of no less than year-for-year growth in the command of the written and oral conventions of language. Teachers, students, and parents will measure progress and the quality with which each of the outcome activities described above is attained with: achievement scores on teacher tests; a rubric for activities such as writing, speeches and other oral presentations, debates, exhibitions, formal presentation; informal observation; a work portfolio; STAR and—other standardized measures as may be appropriate. Language skills will be assessed in activities in which the arts are used to communicate such as drawing characters based on written descriptions, oral skills in speeches and skits, and recitations of poetry and monologues.

### **Related Grade Level English Language Arts Proficiency Assessments Include:**

- 1) grade-level reading comprehension as measured on STAR with a goal that every student will attain the level of proficient or advanced or will increase at least half of a level from the previous year;
- 2) total words read independently in class (grade 4=50,000; grade 5=75,000; grade 6=100,000) as monitored with Accelerated Reading;
- 3) grade-level oral reading fluency as measured by proficiency of rate, accuracy, comprehension, and prosody (Words Correct per Minute: grade 4=110; grade 5=125; grade 6=140)
- 4) writing length on pieces submitted as evidence of mastery of the type of writing and use of conventional English (grade 4=300 words; grade 5=500 words; grade 6=700+ words);
- 5) fluency and length of oral presentations as measured by standards of proficiency of organization, content, and delivery (grades 4-5= 2 minutes; grade 6=3 minutes);

## **Mathematics--(Math Foundations 4, 5, 6)**

### **General Exit Outcomes:**

Students will demonstrate mastery of basic mathematics through algebra, and logic as applied in real-world actions.

### **Grade Level Goals and Outcomes:**

Grade 4 Students will:

understand numbers and addition, subtraction, multiplication, and division of whole numbers to millions including negative numbers and factoring numbers; describe and compare simple fractions and decimals and place numbers on a number line; understand the properties of, and the relationships between, plane geometric figures; calculate perimeter and area, use two-dimensional coordinate grids; collect, represent, and analyze data to answer questions, find solutions, and generalize to other problems.

Grade 5 Students will:

increase their facility with the four basic arithmetic operations, applied to fractions, decimals, and positive and negative numbers; know and use common measuring units to determine length and area; know and use formulas to determine the volume of simple geometric figures; know the concept of angle measurement and use a protractor and compass to solve problems; use grids, tables, graphs, and charts to record and analyze data.

Grade 6 Students will:

master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; accurately compute and solve problems; apply their knowledge to statistics and probability; understand the concepts of mean, median, and mode of data sets and how to calculate the range; analyze data and sampling processes for possible bias and misleading conclusions; use addition and multiplication of fractions routinely to calculate the probabilities for compound events; conceptually understand and work with ratios and proportions; compute percentages (e.g., tax, tips, interest); know about  $\pi$  and the formulas for the circumference and area of a circle; use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression; and solve one-step linear equations.

**General Assessment Strategies:** Mathematics is a set of interdependent and developmental skills to be assessed on a continuous basis with an expectation of no less than year-for-year growth. Teachers, students, and parents will measure progress and the quality with which each of the outcome activities described above is attained with: achievement scores on teacher tests; a rubric for activities such as exhibitions, formal presentation, and use of manipulations; informal observation; a work portfolio; and STAR and other standardized measures as may be appropriate. Math skills will be assessed in activities in which the arts are used for projects such as estimating materials needed for costumes, measuring to construct sets, reading music, and accounting receipts for performances.

### **Related Grade Level Mathematic Proficiency Assessments Include:**



- 1) grade-level achievement as measured on STAR with a goal that every student will attain the level of “proficient” or “advanced” or increase no less than half of a level from the previous year;
- 2) earning 70% or higher on routinely administered publisher and teacher-made tests for grade-level skills assessment;
- 3) making progressive growth on grade-level assignments administered to assess grade standards.

### ***History/Social Science—(California History 4; United States History 5; Ancient History 6)***

#### **General Exit Outcomes:**

Students will demonstrate a broad knowledge of world and national history, philosophy, government, geography, culture, and economics. They will demonstrate an understanding of human dynamics and relationships. They will demonstrate their understanding of the intellectual skills including chronological and spatial thinking; research, evidence, and point of view; and historical interpretation. They will be able to understand themselves and the need to prepare for the future in the context of their heritage and use an array of artistic media to convey information and critique cultural aspects of that heritage.

#### **Grade Level Goals and Outcomes:**

Grade 4 Students will:

learn the unique story of their home state, understanding its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth; understand the specific treatment of milestones in California history, examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

Grade 5 Students will:

understand the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came; learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government; recognize that the United States is a nation that has a constitution that derives its power from the people, that has gone through a revolution, once sanctioned slavery, experienced conflict over land with the original inhabitants, and experienced a westward movement that took its people across the continent; and learn the causes, course, and consequences of the early explorations through the War for Independence and western expansion to understand how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

Grade 6 Students will:

expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations; explore the significance of geography in history; study the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever; develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they

declined; and analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

### **General Assessment Strategies:**

Teachers, students, and parents will measure progress with: achievement scores on teacher tests; a rubric for activities such as class discussion, competition, debate, exhibitions, formal presentation; informal observation; a log of activity participation; a work portfolio; STAR and other standardized measures as may be appropriate. Social studies skills will be assessed in activities in which the arts are used for projects such as creating scale models of maps, sending requests for information from places of historical interest, and presenting original letters to people from the past.

### **Related Grade Specific Social Studies Proficiency Assessments Include:**

- 1) earning 70% or higher on routinely administered publisher and teacher-made tests for grade-level skills assessment;
- 2) making progressive growth on grade-level assignments administered to assess grade standards.

### **Science—(Integrated Science 4, 5, Earth Science 6 )**

#### **General Exit Outcomes:**

Students will demonstrate mastery of the principles of science in the three core branches; scientific investigation and experimentation, and logic as applied in real-world actions.

#### **Grade Level Goals and Outcomes:**

Grade 4 Students will:

use the study of physical science to understand the related effects and real-world applications of electricity and magnetism; use the study of life science to understand that all organisms need energy and matter to live and grow and that all living organisms depend on one another and on their environment for survival; use the study of earth sciences to understand the properties of rocks and minerals and they reflect the processes that formed them and how waves, wind, water, and ice affect the Earth's land surface; and use an understanding of the basis of scientific progress in investigations and experimentation.

Grade 5 Students will:

use the study of physical science to understand that elements and their combinations account for all the varied types of matter in the world; use the study of life science to learn the structures plants and animals have for respiration, digestion, waste disposal, and transport of materials; use the study of earth science to explore how water moves between oceans and lands; how energy from the Sun heats Earth unevenly; and that the solar system consists of planets and other bodies that orbit the Sun in predictable paths; and use an understanding of the basis of scientific progress including using variables and tools in investigations and experimentation.

Grade 6 Students will:

use their study of earth science to: show that plate tectonics accounts for important features of Earth's surface and major geologic events; demonstrate how topography is reshapes rock and soil

through weathering, transportation and deposition of sediment; predict the movement of heat from warmer to cooler objects; understand various phenomena that are affected by the transfer of energy through radiation and convection currents; understand that organisms in ecosystems exchange energy and nutrients among themselves and with the environment; explain how sources of energy and materials differ; and use the scientific method to investigate and experiment within earth science and share the results of the research.

**General Assessment Strategies:** Teachers, students, and parents will measure progress with: achievement scores on teacher tests; a rubric for activities such as exhibitions, formal presentation, informal observation, and laboratory experiments; a work portfolio; and STAR and other standardized measures as may be appropriate.

**Related Grade Specific Science Proficiency Assessments Include:**

- 1) Fifth grade-level achievement as measured on STAR with a goal that every student will attain the level of proficient or advanced
- 2) Learning 70% or higher on routinely administered publisher and teacher-made tests for grade-level skills assessment;
- 3) making progressive growth on grade-level assignments administered to assess grade standards.

**Program Level: Middle Grades**

Grade 7	Grade 8
Lang Art 7	Lang Art 8
Pre-Algebra	Intro to Algebra
Med W His 7	US History 8
Life Sci 7	Phy Sci 8
Comp Lab	Comp Lab
PE/Tutorial	PE/Tutorial

**English Language Arts--(Language Arts 7, 8, Language Development)**

**General Exit Outcomes:**

Students will demonstrate the ability to read, write, listen, and speak fluently in English. They will also demonstrate the ability to use written, verbal and body language as a tool to create, express, and evaluate personal points of views. The goal is for each student to be a fluent reader and skilled writer as well as a confident performer.

**Grade Level Goals and Outcomes:**

Grade 7 Students will:

use word origins and relationships, historical clues, and context clues to determine the precise meaning of grade-level appropriate vocabulary with a focus on vocabulary and concept development; read and understand grade-level appropriate materials using an understanding of text organization, structure, and purpose; read and respond to a wide variety of narrative and expository text including historically significant pieces about world history and critiquing characterization and plot; write

clear and coherent pieces showing an understanding of the various writing purposes; use the elements of the writing process in narrative, expository, research reports, responses to literature and persuasive compositions; use conventional English to write fiction, autobiography, responses to literature, research reports,, persuasive pieces, and summaries of reading materials of at least 700 words; use conventional sentence structure, grammar, punctuation, capitalization, and spelling in writing and oral conversations and presentations; listen critically and respond appropriately; and perform and evaluate narratives, summaries, research, and persuasive arguments.

Grade 8 Students will:

use word origins and relationships, historical clues, and context clues to determine the precise meaning of grade-level appropriate vocabulary with a focus on vocabulary and concept development; read and understand grade-level appropriate materials using an understanding of text organization, structure, and purpose; read and respond to a wide variety of narrative and expository text including historically and culturally significant pieces about American history and government, and critiquing characterization and plot; write clear and coherent pieces showing an understanding of the various writing purposes; use the elements of the writing process and conventional English in biographies, autobiographies, short stories, narratives, responses to literature, research reports, persuasive pieces, career preparation documents, and technical documents; use conventional sentence structure, grammar, punctuation, capitalization, and spelling in writing and oral conversations and presentations; listen critically and respond appropriately; and perform and evaluate narratives, summaries, research, persuasive arguments, and poems.

**General assessment strategies** will recognize that English language arts is a set of interdependent and developmental skills in which proficiency is assessed on a continuous basis with an expectation of no less than year-for-year growth in the command of the written and oral conventions of language. Teachers, students, and parents will measure progress and the quality with which each of the outcome activities described above is attained with: achievement scores on teacher tests; a rubric for activities such as writing, speeches and other oral presentations, debates, exhibitions, formal presentation; informal observation; a work portfolio; STAR and—other standardized measures as may be appropriate. Language skills will be assessed in activities in which the arts are used to communicate such as the body language of dance, oral skills in speeches and skits, and recitations of poetry and monologues.

#### **Related Grade Level English Language Arts Proficiency Assessments Include:**

- 1) grade-level reading comprehension as measured on STAR with a goal that every student will attain the level of proficient or advanced or will increase at least half of a level from the previous year;
- 2) total words read independently in class (grade 7=300,000; grade 8=500,000) as monitored with Accelerated Reading;
- 3) grade-level oral reading fluency as measured by proficiency of rate, accuracy, comprehension, and prosody; (Words Correct per Minute: grade7=145; grade 8=150)
- 4) writing length on pieces submitted as evidence of mastery of the type of writing and use of conventional English (grade 7=500 words in multiple pieces; grade 8= 700+ words in multiple pieces);
- 5) fluency and length of oral presentations as measured by standards of proficiency of organization, content, and delivery (grades 7-8=3 minutes).

## **Mathematics--(Pre-Algebra, Intro to Algebra)**

### **General Exit Outcomes:**

Students will demonstrate mastery of basic mathematics through algebra, and logic as applied in real-world actions.

### **Grade Level Goals and Outcomes:**

#### **Pre-Algebra**

Students will manipulate numbers and equations and understand the general principles at work; understand and use factoring of numerators and denominators and properties of exponents; know the Pythagorean theorem and solve problems in which they compute the length of an unknown side; compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale; make conversions between different units of measurement; know and use different representations of fractional numbers (fractions, decimals, and percents) and proficiently change from one to another; increase their facility with ratio and proportion; compute percents of increase and decrease; compute simple and compound interest; graph linear functions; and understand the idea of slope and its relation to ratio.

#### **Intro to Algebra**

Students will demonstrate Algebra I readiness by: performing operations with absolute value, integers, rational numbers, percents, exponents, and scientific notation; evaluating data and graphs; writing basic expressions, equations, and inequalities; solving one variable equations and inequalities; graphing linear functions; multiplying and dividing monomials; solving for perimeter, area, volume, and circumference of regular and irregular figures; use coordinate graph to plot figures; understanding parallel lines and their slope; understanding perpendicular lines and their slope; determining if information given is relevant and sufficient; formulating and justifying mathematical conjectures; and using inductive and deductive reasoning.

### **General Assessment Strategies:**

Mathematics is a set of interdependent and developmental skills to be assessed on a continuous basis with an expectation of no less than year-for-year growth. Teachers, students, and parents will measure progress and the quality with which each of the outcome activities described above is attained with: achievement scores on teacher tests; a rubric for activities such as exhibitions, formal presentation, and use of manipulations; informal observation; a work portfolio; and STAR and other standardized measures as may be appropriate. Math skills will be assessed in activities in which the arts are used for projects such as estimating materials needed for costumes, measuring to construct sets, reading music, and accounting receipts for performances.

### **Related Grade Level Mathematic Proficiency Assessments Include:**

- 1) grade-level achievement as measured on STAR with a goal that every student will attain the level of “proficient” or “advanced” or increase no less than half of a level from the previous year;

- 2) earning 70% or higher on routinely administered publisher and teacher-made tests for grade-level skills assessment;
- 3) making progressive growth on grade-level assignments administered to assess grade standards.

Note: Students who have met the standards of Pre-algebra before entering eighth grade will receive algebra instruction through an accredited technology-based program with the support of a highly qualified teacher.

### ***History/Social Science*–(Medieval World History, Culture and Geography 7; U.S. History and Government 8)**

#### **General Exit Outcomes:**

Students will demonstrate a broad knowledge of world and national history, philosophy, government, geography, culture, and economics. They will demonstrate an understanding of human dynamics and relationships. They will demonstrate their understanding of the intellectual skills including chronological and spatial thinking; research, evidence, and point of view; and historical interpretation. They will be able to understand themselves and the need to prepare for the future in the context of their heritage and use an array of artistic media to convey information and critique cultural aspects of that heritage.

#### **Grade Level Goals and Outcomes:**

Grade 7 Students will:

study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500–1789; review the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Grade 8 Students will:

explore the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war; review the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution; trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences; learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War and make connections between the rise of industrialization and contemporary social and economic conditions.

#### **General Assessment Strategies:**

Teachers, students, and parents will measure progress with: achievement scores on teacher tests; a rubric for activities such as class discussion, competition, debate, exhibitions, formal presentation; informal observation; a log of activity participation; a work portfolio; participation in History Day; STAR and other standardized measures as may be appropriate. Social studies skills will be assessed in activities in which the arts are used for projects such as creating scale models of maps, sending requests for information from places of historical interest, and presenting original letters to people from the past.

**Related Grade Specific Social Studies Proficiency Assessments Include:**

- 1) 8<sup>th</sup> grade-level achievement as measured on STAR with a goal that every student will attain the level of proficient or advanced
- 2) earning 70% or higher on routinely administered publisher and teacher-made tests for grade-level skills assessment;
- 3) making progressive growth on grade-level assignments administered to assess grade standards.

**Science—(Life Science 7, Physical Science 8)**

**General Exit Outcomes:**

Students will demonstrate mastery of the principles of science in the three core branches; scientific investigation and experimentation, and logic as applied in real-world actions.

**Grade Level Goals and Outcomes:**

**Grade 7 Students:**

will use their study of life science to: understand that all living organisms are composed of cells, that a type cell contains genetic instructions that specify its traits; that evolution accounts for the diversity of species; that rocks give evidence about the evolution of life; that the anatomy and physiology of plants and animals illustrate the complementary nature of structure and function; that physical principles underlie those biological structures and functions; and use the scientific method to conduct research with appropriate tools and technology with a variety of current scientific resources.

**Grade 8 Students:**

will use their study of physical science to: plot the velocity of an object; explain how unbalanced forces cause changes in velocity; understand that elements of matter have distinct properties and atomic structure and how that structure can be learned from studying stars and galaxies; understand chemical reactions as processes in which atoms are rearranged into different combinations of molecules; explore the basic principles of chemistry that underlie biological science; explain the organization of the periodic table; understand that all objects experience a buoyant force when immersed in a fluid; and use the scientific method to conduct research using a variable, controlled parameters, graphs, and simple mathematic relationships.

**General Assessment Strategies:**

Teachers, students, and parents will measure progress with: achievement scores on teacher tests; a rubric for activities such as exhibitions, formal presentation, informal observation, and laboratory experiments; a work portfolio; and STAR and other standardized measures as may be appropriate.

**Related Grade Specific Science Proficiency Assessments Include:**

- 1) 8<sup>th</sup> grade-level achievement as measured on STAR with a goal that every student will attain the level of proficient or advanced
- 2) Learning 70% or higher on routinely administered publisher and teacher-made tests for grade-level skills assessment;
- 3) making progressive growth on grade-level assignments administered to assess grade standards.

**Program Level: High School Grades**

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English 11	English 12
Algebra	CAHSEE Math	Consumer Math	Govt/Economics
Discovery	World History	US History	Student Aide
Earth Science	Biology (addresses 10 <sup>th</sup> grade Life Science standards)	Life Skills/College & Career Seminars	College & Career Seminar
Learning Lab	Learning Lab	Tutorial	Tutorial
Tutorial	Tutorial	Grad Path	Grad Path

***English Language Arts–(English 9, 10, 11, 12)***

**General Exit Outcomes:**

Students will demonstrate the ability to read, write, listen, and speak fluently in English. They will also demonstrate the ability to use written, verbal and body language as a tool to create, express, and evaluate personal points of views. The goal is for each student to be a fluent reader and skilled writer as well as a confident performer.

**Grade Level Goals and Outcomes:**

Grade 9/10 Students will:

apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately; read and understand grade-level-appropriate material drawn from general literature of high interest to adolescents to analyze the organizational patterns, arguments, and positions they advance; read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science; write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument demonstrating awareness of the audience and purpose as they progress through the stages of the writing process; combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts; write and speak with a command of standard English conventions; formulate adroit judgments about oral communication; deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning with gestures, tone, and vocabulary tailored to the audience and purpose; and deliver polished formal and extemporaneous presentations.



Grade 11/12 Students will:

apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately; read and understand grade-level-appropriate material drawn from American and world literature to analyze the organizational patterns, arguments, and positions they advance; read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science; write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument demonstrating awareness of the audience and purpose as they progress through the stages of the writing process; combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts; write and speak with a command of standard English conventions; formulate adroit judgments about oral communication; deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning with gestures, tone, and vocabulary tailored to the audience and purpose; and deliver polished formal and extemporaneous presentations.

**General assessment strategies** will recognize that English language arts is a set of interdependent and developmental skills in which proficiency is assessed on a continuous basis with an expectation of no less than year-for-year growth in the command of the written and oral conventions of language. Teachers, students, and parents will measure progress and the quality with which each of the outcome activities described above is attained with: achievement scores on teacher tests; a rubric for activities such as writing, speeches and other oral presentations, debates, exhibitions, formal presentation; informal observation; a work portfolio; STAR and—other standardized measures as may be appropriate. Language skills will be assessed in activities in which the arts are used to communicate such as the body language of dance, oral skills in speeches and skits, and recitations of poetry and monologues.

**Related Grade Level English Language Arts Proficiency Assessments Include:**

- 1) grade-level reading comprehension as measured on STAR with a goal that every student will attain the level of proficient or advanced or will increase at least half of a level from the previous year;
- 2) total words read independently in class (grade 9=600,000; grade 10=750,000; grade 11=1,000,000; grade 12=1,250,000) as monitored with Accelerated Reading;
- 3) grade-level oral reading fluency as measured by proficiency of rate, accuracy, comprehension, and prosody; (Words Correct per Minute: grade 9=155; grade 10=160; grade 11=165; grade 12=170)
- 4) writing length on pieces submitted as evidence of mastery of the type of writing and use of conventional English (grade 9/10= 1,000+ words in multiple genres; grades 11/12=1,500 in multiple genres);
- 5) fluency and length of oral presentations as measured by standards of proficiency of organization, content, and delivery (grades 9-12= 5-8 minutes);

**Mathematics--(Algebra, CAHSEE Math, Consumer Math)**

**General Exit Outcomes:**

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Students will demonstrate mastery of basic mathematics through algebra, and logic as applied in real-world actions.

### **Grade Level Goals and Outcomes:**

#### **Algebra**

Over the course of two semesters students will: possess a mastery of number sense, algebraic functions, measurement and geometry, statistics, data analysis, and probability, and mathematical reasoning sufficient to start perceiving logical subtleties and appreciate the need for sound mathematical arguments before making conclusions; distinguish between inductive and deductive reasoning; understand the meaning of logical implication; test general assertions; realize that one counterexample is enough to show that a general assertion is false; understand conceptually that although a general assertion is true in a few cases, it is not true in all cases; distinguish between something being proven and a mere plausibility argument; and identify logical errors in chains of reasoning in the context of using symbolic reasoning and calculations with symbols as are central in algebra; develop an understanding of the symbolic language of mathematics and the science; and develop algebraic skills and concepts in a wide variety of problem-solving situations.

#### **CAHSEE Math**

Students will demonstrate understanding of the standards needed to pass the California High School Exit Exam by: performing operations with absolute value, integers, rational numbers, percents, exponents, scientific notation and interest; evaluating data and graphs; solving for mean, median, mode; determine probability and validity of statistical claims; writing expressions, equations, and inequalities; writing systems of equations or inequalities, solving equations and inequalities; graphing linear and nonlinear functions; computing the x and y intercepts of linear equations; multiplying and dividing monomials; comparing and converting linear, square and cubic units of measurement; solving for perimeter, area, volume, and circumference of regular and irregular figures; interpret scale drawings and models; solve for a missing side using Pythagorean theorem; use coordinate graph to plot figures; translating and reflecting figures across the x and y axes; identifying congruent figures; understanding parallel lines and their slope; solving rate, work and percent mixture problems; determining if information given is relevant and sufficient; formulating and justifying mathematical conjectures; and using inductive and deductive reasoning.

#### **Consumer Math**

Students will gain a better understanding of math as it applies to the real world. Students will: compute wages based on the various methods of payment including hourly, salary, piecework, and commission; understand how to calculate overtime; determine unit cost and discount prices of items; explore expenses renting versus buying a home; compute down payment; explore mortgages terms; calculate utility consumption and expense; explore costs associated with buying a used car or a new car; determine cost of insurance; compute gas mileage, average speed and cost of repairs; use ratios and proportions as related to food preparation; calculate fat grams and calories of meals; determine the amount of exercise needed to burn a specific amount of calories on average; using perimeter and area determine the amount of paint, flooring and trim need for a given space; use scale to determine distance; read schedules and determine travel expenses; use current exchange rates to determine the value of a US dollar amount in relation to other countries; calculate the time in different time zones; explore package vacation plans; prepare a budget; calculate interest; reconcile a checking account; evaluate profits and losses in the stock market; understand credit and debit cards; determine state and federal taxes; read and use the tax tables; and determine property tax.

### **General Assessment Strategies:**

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Mathematics is a set of interdependent and developmental skills to be assessed on a continuous basis with an expectation of no less than year-for-year growth. Teachers, students, and parents will measure progress and the quality with which each of the outcome activities described above is attained with: achievement scores on teacher tests; a rubric for activities such as exhibitions, formal presentation, and use of manipulations; informal observation; a work portfolio; and STAR and other standardized measures as may be appropriate. Math skills will be assessed in activities in which the arts are used for projects such as estimating materials needed for costumes, measuring to construct sets, reading music, and accounting receipts for performances.

**Related Grade Level Mathematic Proficiency Assessments Include:**

- 1) grade-level achievement as measured on STAR with a goal that every student will attain the level of “proficient” or “advanced” or increase no less than half of a level from the previous year;
- 2) earning 70% or higher on routinely administered publisher and teacher-made tests for grade-level skills assessment;
- 3) making progressive growth on grade-level assignments administered to assess grade standards;
- 4) pass the CAHSEE with a level of “proficient” or “advanced.”

***History/Social Science*–(Modern World History, Culture and Geography 10; U.S. History 11, Government and Economics 12)**

**General Exit Outcomes:**

Students will demonstrate a broad knowledge of world and national history, philosophy, government, geography, culture, and economics. They will demonstrate an understanding of human dynamics and relationships. They will demonstrate their understanding of the intellectual skills including chronological and spatial thinking; research, evidence, and point of view; and historical interpretation. They will be able to understand themselves and the need to prepare for the future in the context of their heritage and use an array of artistic media to convey information and critique cultural aspects of that heritage.

**Grade Level Goals and Outcomes:**

Grade 10 Students will:

study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars; trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations; extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world; develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts; and consider multiple accounts of events in order to understand international relations from a variety of perspectives.

Grade 11 Students will:

study the major turning points in American history in the twentieth century; review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals; build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology

and a corporate economy, including the social and cultural effects; trace the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power; understand the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state; consider the major social problems of our time and trace their causes in historical events; learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries; and understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

Grade 12 Students will:

pursue a deeper understanding of the institutions of American government as they: compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government; analyze the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*; prepare to vote, participate in community activities, and assume the responsibilities of citizenship; master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems; and study the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

### **General Assessment Strategies:**

Teachers, students, and parents will measure progress with: achievement scores on teacher tests; a rubric for activities such as class discussion, competition, debate, exhibitions, formal presentation; informal observation; a log of activity participation; a work portfolio; participation in History Day; STAR and other standardized measures as may be appropriate. Social studies skills will be assessed in activities in which the arts are used for projects such as creating scale models of maps, sending requests for information from places of historical interest, and presenting original letters to people from the past.

### **Related Grade Specific Social Studies Proficiency Assessments Include:**

- 1) Grade-level or end of course achievement as measured on STAR with a goal that every student will attain the level of proficient or advanced
- 2) earning 70% or higher on routinely administered publisher and teacher-made tests for grade-level skills assessment
- 3) making progressive growth on grade-level assignments administered to assess grade standards.

### **Science—(Earth Science, Biology)**

**General Exit Outcomes:** Students will demonstrate mastery of the principles of science in the three core branches; scientific investigation and experimentation, and logic as applied in real-world actions.

### **Grade Level Goals and Outcomes:**

Grade 9 Students will:

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continue their study of Earth Science to: show that plate tectonics accounts for important features of Earth's surface and major geologic events; demonstrate how topography reshapes rock and soil through weathering, transportation and deposition of sediment; predict the movement of heat from warmer to cooler objects; understand various phenomena that are affected by the transfer of energy through radiation and convection currents; understand that organisms in ecosystems exchange energy and nutrients among themselves and with the environment; explain how sources of energy and materials differ; and use the scientific method to investigate, experiment and share results of research.

Grade 10 Students will:

continue their study of Biology and life science to: understand that all living organisms are composed of cells, that a type cell contains genetic instructions that specify its traits; that evolution accounts for the diversity of species; that fossils give evidence about the evolution of life; recognize the biological balance found in ecosystems and biomes; learn how the human body works, and ways to maintain health; and use the scientific method to conduct research with appropriate tools and technology with a variety of current scientific resources.

### **General Assessment Strategies:**

Teachers, students, and parents will measure progress with: achievement scores on teacher tests; a rubric for activities such as exhibitions, formal presentation, informal observation, and laboratory experiments; a work portfolio; and STAR and other standardized measures as may be appropriate.

### **Related Grade Specific Science Proficiency Assessments Include:**

- 1) grade-level or end of course achievement as measured on STAR with a goal that every student will attain the level of proficient or advanced;
- 2) earning 70% or higher on routinely administered publisher and teacher-made tests for grade-level skills assessment;
- 3) making progressive growth on grade-level assignments administered to assess grade standards.

### ***Non-Core Courses***

*Accelerated Achievement Academy* graduation requirements include the above core courses as well as academic and independent living classes that draw from standards from professional organizations, text and supplemental materials publishers, and staff consensus.

### Advisement

**Content:** This course is for students in grades 9-12 and meets daily to ensure coordination of activities and communication about topics of school-wide interest. It ensures that every student is part of a group that makes planned contributions to the *Academy* and to the community. It provides an adult to oversee the student's long-term plan development and progress. It provides a time for students to complete class reading or Accelerated Reader books.

**Outcome:** As a result of this course, students are expected to have the information needed to be fully involved in the activities of the *Academy*, and meet reading goals based on their individual reading levels.

### College/Career Seminar

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**Content:** This course for juniors and seniors focuses on identifying personal values, long term goals, college admissions, financial aid and, career exploration and readiness.

**Outcome:** As a result of this course, students are expected to develop a personal plan for their future.

### Discovery 9

**Content:** In Discovery, students will become aware of the relationship of geography to cultures, to global issues, and to themselves. We will explore maps of all types and learn how to use them.. Discovery class is a journey of who we are in relationship to this world which is changing and rearranging itself on an almost daily basis.

**Outcome:** By the end of the year students should be able to produce from memory a map that shows as much as possible of their understanding of the outline of all continents, plus the world's countries, major cities, larger islands, rivers, and bodies of water.

### Enrichment 4/5/6

**Content:** This class provides students with options in academic enrichment and physical activity.

**Outcome:** Students will complete projects tied to their core classes as well as improve their physical fitness.

### Graduation Path

**Content:** Graduation Path provides 11<sup>th</sup> and 12<sup>th</sup> grade students the opportunity to make-up missing credits from classes they may have failed. It also provides students with an opportunity to get ahead on their credits in an effort to graduate early.

**Outcome:** Student will graduate from high school.

### Learning Lab

**Content:** This class ensures students have basic study and organizational skills; computer literacy; keyboarding, word processing, and data management skills; research skills; and other knowledge and skills related to their grade level. It also focuses on the accelerated learning process to ensure that students know how to learn powerfully and become self-directed learners.

**Outcome:** As a result of this course, students are expected to be able to use power learning strategies in all of their classes and to use a computer easily to complete and present their work.

### Life Skills

**Content:** This class will cover basic nutrition, physical fitness, hygiene, safety, financial and media literacy, relationships, and community resources. An emphasis on finding and using resources (both internal and external) along with practical goal setting will develop the skills necessary for creating a personal path to a productive and happy life.

**Outcome:** Upon completion of this course, students will have the skills and resources to make informed decisions and set goals for their health, their careers, daily life, and productive citizenship.

### Tutorial

**Content:** This class ensures students have basic study skills related to their grade level academic courses. It also focuses on the accelerated learning process to ensure that students know how to learn powerfully and become self-directed learners.

**Outcome:** As a result of this course, students are expected to be able to be well organized and caught up in all classes and able to use power learning strategies in all of their classes.

### Student Aide

**Content:** Students assist teachers with grading papers, making copies, creating bulletin boards, etc.

**Outcome:** As a result of this course, students are expected to develop a strong work ethic with attention to detail.

### ***Paths to Graduation***

The school provides three paths to graduation in which students may participate.

#### **Path 1:**

##### **Early Graduation**

Students participating in early graduation may complete their 12<sup>th</sup> grade course work early, either during their 11<sup>th</sup> grade year or the first semester of their 12<sup>th</sup> grade year. Students complete the two 12<sup>th</sup> grade core classes using credit sheets under the instruction of the subject's teacher. The students complete the work independently in the Graduation (Grad) Path course that is part of their regular schedule. Credit sheets outline all the work required for the course including exams and papers. Because the students are working independently, they must show a higher level of mastery on the work, usually 88% or higher, to receive credit in the course. Any elective credits needed are earned through after school electives, college courses, or elective credit sheets. Any independent living credits needed are earned using credit sheets or college courses. Students must be in good academic standing to participate in this path.

**Table 7 Sample Schedule for Early Graduation Students**

Time	Mon.	Tues	Wed.	Thur.	Fri.
8:00-9:40	Period 1 English 11	Period 5 Tutorial	Period 1 English 11	Period 5 Tutorial	Period 1 English 11
9:50-11:15	Period 2 US History	Period 6 Consumer Math	Period 2 US History	Period 6 Consumer Math	Period 2 US History
11:15-11:40	Advisement	Advisement	Advisement	Advisement	Advisement
11:40-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-1:45	Period 3 Life Skills	Period 3 Life Skills	College/Career Seminar (12:20-1:20)	Period 3 Life Skills	Period 5 Tutorial
1:55-3:25	Period 4 Grad Path	Period 4 Grad Path		Period 4 Grad Path	Period 6 Consumer Math

#### **Path 2:**

##### **Early Release**

Students participating in early release may leave campus early three days a week to pursue real world experiences which include attending college classes, volunteering, or working. Many students are unaware of their options after graduation and are fearful of what comes after high school. It is an option for students who are ready to explore after high school options while under the guidance and support of the staff. Students must be in good academic standing and must provide documentation of their participation in these activities.

**Table 8 Sample Schedule for Early Release Students**

Time	Mon.	Tues	Wed.	Thur.	Fri.
8:00-9:40	Period 1 English 11	Period 5 Tutorial	Period 1 English 11	Period 5 Tutorial	Period 1 English 11
9:50-11:15	Period 2 US History	Period 6 Consumer Math	Period 2 US History	Period 6 Consumer Math	Period 2 US History
11:15-11:40	Advisement	Advisement	Advisement	Advisement	Advisement
11:40-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-1:45	Period 3 Life Skills	Period 3 Life Skills	College/Career Seminar (12:20-1:20)	Period 3 Life Skills	Period 5 Tutorial
1:55-3:25	<i>Early Release</i>	<i>Early Release</i>		<i>Early Release</i>	Period 6 Consumer Math

**Path 3:**

**Course Recovery**

Students participating in the course recovery option are deficient in credits and need to make up credits towards graduation. These students attend all regularly scheduled classes as well as attend Graduation(Grad) Path. The students complete the work independently under the supervision of a teacher using credit sheets in the Grad Path course. The credit sheets outline all the work required for the course including exams and papers. Because the students are working independently, they must show a higher level of mastery on the work, usually 88% or higher, to receive credit in the course.

**Table 9 Sample Schedule for Course Recovery Students**

Time	Mon.	Tues	Wed.	Thur.	Fri.
8:00-9:40	Period 1 English 11	Period 5 Tutorial	Period 1 English 11	Period 5 Tutorial	Period 1 English 11
9:50-11:15	Period 2 US History	Period 6 Consumer Math	Period 2 US History	Period 6 Consumer Math	Period 2 US History
11:15-11:40	Advisement	Advisement	Advisement	Advisement	Advisement
11:40-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-1:45	Period 3 Life Skills	Period 3 Life Skills	College/Career Seminar (12:20-1:20)	Period 3 Life Skills	Period 5 Tutorial
1:55-3:25	Period 4 Grad Path	Period 4 Grad Path		Period 4 Grad Path	Period 6 Consumer Math



In keeping with past practice, courses will be listed in the Academy's annual course catalog and will include prerequisite, outcomes, content, next course in sequence, assessment, type of instructional grouping, and materials. (See Attachment 16 for excerpt)

### ***Graduation Requirements***

Students at *Accelerated Achievement Academy* may earn a General Diploma by completing course requirements and passing the California High School Exit Examination requirement.

### **General Diploma Requirements**

English	40 credits
Math	20 credits (Algebra required)
Science	20 credits
Social Studies	30 credits (must include world and US history, gov't/econ)
Independent Living	20 credits
Electives	90 credits
<b>Total</b>	<b>220 credits</b>

### **General Assessment Strategies**

To measure the number of students attaining accelerated achievement, AAA has established the goal that every student will attain the level of proficient or advanced, or will increase at least at least half (1/2) a level from the previous year (25 scaled points) as measured by grade level.

For those students whose academic achievement does not meet the definition of accelerated achievement above, standards progress reports and benchmark tests will be reviewed, and interventions will be implemented to pursue student increase in proficiency levels (ex. Unacceptable to Emerging) in core courses until accelerated achievement is obtained..

It is the petitioner's intent to augment standardized testing with daily teacher-developed assessments to ensure the attainment of quarterly benchmarks and assignments. Outcomes 1 (language), 2 (math and science) and 3 (history-social studies) are also measured on the CST, according to the Standards Progress Report (a product of PowerSchool), and in overall classroom achievement. (See Attachment 14 for sample report.)

The Academy's student curriculum maps identify quarterly objectives for all core courses as well as any other classes offered at each grade. The objectives were determined by allocating California Content standards on a quarterly basis to be introduced, practiced, and mastered. Maps are revised from prior year at the beginning of each year and reviewed and revised as each quarter ends. The Standards Progress Report will be used to codify student progress quarterly on the key standards.

### **Academic Performance Index**

As the cornerstone of California's Public Schools Accountability Act of 1999, the Academic Performance Index (API) will measure the academic performance of AAA students on a variety of academic measures. The fall of each progressive year the API growth rate will be updated by the State Department of Education and used to provide one measure of school progress. It is the petitioner's intent that:

1. all students will participate in state testing;
2. the school will meet API growth targets as set annually; and
3. the school will attain a statewide or similar schools ranking of "4" or higher.

It is the goal of the Academy to achieve the annual Academic Performance Index growth goal, school-wide and within reportable subgroups, to bridge the gap between current level and a score of 800.

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The petitioners plan to use an initial enrollment assessment, use the rigorous classroom-based academic curriculum, ensure on-going communication with parents/guardians, and routinely integrate assessment with multiple intelligences across disciplines. Using this plan, students will make continual academic progress demonstrated by the state's standardized test.

### Methods of Assessment

AAA assessment is authentic, draws from multiple intelligences, provides students and staff with the feedback needed to support mastery of standards, meets mandates, and drives improvement for students and the educational program. The three key assessment methods include standardized tests, teacher assessment of student work, and student self-assessment.

For the first method, AAA staff will administer the mandated state assessments. Individual student progress will be assessed through the current state mandated assessment tools (i.e., STAR, CAHSEE, CELDT, and PFT) with results analyzed for both individuals and groups. This method of assessment will be used to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type schools across the state. History has shown that AAA students frequently achieve in the lowest performance levels on the CST. In addition to using the state-established measures, the staff will monitor changes in academic achievement before and during enrollment at AAA to evaluate the program's effectiveness for each student in English and math.

For the second method, teachers will use a variety of the following: frequent ongoing review of classroom work in all subject areas, portfolios, observation, criterion-referenced tests, student projects and performances, and student work displays. Teacher assessment, including rubrics, grades, and anecdotal comments, will be used to provide direction for instructional revision and student achievement. Projects, portfolios, and presentations will often be assessed with rubrics that enable students to initiate self-assessment strategies.

In addition, teachers will review the "Standards Progress Report" ("SPR") to identify initial achievement levels in core courses and to track progress at each grade. Teachers will review a Standards Progress Report for each of their students quarterly as the year progresses. Proficiency is defined as follows: Honors is 80-100%; Acceptable is 60-79%; Emerging is 40-59%; Unacceptable is 20-39%; and None is 0-19%. The SPR will be used in conversations with administrative staff and parents regarding individual students and shall be reviewed by the Administrator a minimum of three times per year. The SPR for all students will also be reviewed by the school administrator three times a year, as well as when teachers come in for performance appraisals. At that time, when the teacher and school administrator talk about high and low performing students, the SPR will be used to strategize about instructional methods for the students. The performance target for each standard during the quarter for each subject area will be "acceptable" or higher.

For the third method, all students will use assessment methods to gain feedback in their quest to achieve academic. Students will evaluate their own class work, their projects and their performances. They will evaluate their role in groups and measure their success as leaders and team members. They will use staff and personal assessment to create improvement plans. Methods of assessment will include rubrics, surveys, and reflective writings.

The multi-pronged approach using multiple measures with different intelligences will be supported by integrated assessment with a focus on authentic assessment activities. Students can expect to demonstrate their achievement of science standards by writing up their research in keeping with the English-language arts standards for technical writing; to use mathematical calculations to construct

models in science; and to make an oral presentation using charts and graphs created and presented with PowerPoint, among numerous opportunities for self-assessments.

CST scores are the most important measure of achievement for Accelerated Achievement Academy students and staff. Each of the California Content standards are taught and assessed by the classroom teacher; the Standards Progress Report (attached to charter in the Appendix) provide the instructional staff and the charter-authorizing agency with a process to readily identify the degree to which each student is or is not making progress on the major standards in each core class over the course of a year. Because instruction is directly linked to the CST measured standards, there should be a high degree of correlation among the various assessments.

The staff determines acceleration to be any increase in CST scores over the previous year that shows more than year-for-year growth; for students earning considerably less than proficient scores, acceleration may be less than a full year's growth. The acceleration target is 25 scale points on the California State STAR test for core subject tests. Acceleration is monitored by an increase in proficiency levels on the Standards Progress Report (i.e., honors, acceptable, emerging, unacceptable, and none).

Content standards for English-Language Arts and math relate directly to those measured on the CST (4-8) for the purpose of calculating the Adequate Yearly Progress for NCLB. For high school, AYP is measured by the grade 10 California High School Exit Exam The Academy uses released test questions, commercial preparation materials and teacher assessment to identify the instructional needs of students who have not attained proficiency in either subject and to identify intervention strategies. Students are then supported with one-on-one instruction, increased home-school communication, and supplemental instruction to bring up them up to proficiency. The charter school uses their on-going cycle of assessment to regularly check students' proficiency levels, adjust instruction to their individual needs, and maintain regular communication with parents. Through this process, the staff supports achievement of the NCLB Annual Measurable Objectives with instruction, resources, and training.

**Table 10 A: Frequency of Assessment, by Type, w/ Benchmark (Core; College Prep)**

Subject	Standardized Tests	Teacher Assessment	Student Self-assessment	Benchmark (min. required performance level) *
<b>English:</b> to use language to express individuality with precision and pride				
Word Analysis / Vocabulary	Annually [CST;CAHSEE]	Bi-weekly	Bi-weekly	Proficient on CST; grade of "ACC" or higher in category
Reading Comprehension	Annually [CST;CAHSEE]	On-going	Quarterly	Proficient on CST; grade of "ACC" or higher in category
Literary Analysis	Annually [CST;CAHSEE]	On-going	Quarterly	Proficient on CST; grade of "ACC" or higher in category
Writing Conventions	Annually [CST;CAHSEE]	Quarterly	Quarterly	Proficient on CST; grade of "ACC" or higher in category
Writing Strategies	Annually [CST;CAHSEE]	Quarterly	Quarterly	Proficient on CST; grade of "ACC" or higher in category
Listening /Speaking		On-going	Quarterly	grade of "ACC" or higher in category
<b>Mathematics:</b> to draw from the discipline of mathematics to be a rational thinker				

7-pre-alg 8-intro to algebra 9-algebra 10-algebra/ CAHSEE Math 11-CAHSEE math/ consumer math 12-CAHSEE math/ consumer math	Annually [CST;CAHSEE] na grade 12	On-going	Quarterly	Proficient on CST; grade of “ACC” or higher in category
<b>Social Studies:</b> to have a sense of self from a cultural and historical context				
Historical Era 7-medieval 8-early US 10-mod world 11-mod US 12-gov/econ	Annually [CST] na grade 7 & 12	Quarterly	Quarterly	Proficient on CST; grade of “ACC” or higher in category
Analytic Skills		On-going	Quarterly	grade of “ACC” or higher in category
<b>Science:</b> to draw from the discipline science to be a rational thinker				
7 Life Science 8 Phy Science 9 Earth Science 10 Biology 11 Chemistry	Annually [CST]	Quarterly	Quarterly	Proficient on CST; grade of “ACC” or higher in category

\* An “ACC” for Acceptable is generally based on achievement of 60% of more of the total points possible in a grading period. The category refers to the Subject in the first column.

**Table 10B: Frequency of Assessment, by Type, w/Benchmark (Non-Core)**

Subject	Standardized Tests	Teacher Assessment	Student Self-assessment	Benchmark (min. required performance level)*
<b>Advisement:</b> to participate in student activities and meet silent reading goals				
AR Reading Goals	na	On-going	On-going	grade of “Cr”
<b>College/Career Seminar:</b> to explore college and career choices				
Future Planning	na	On-going	On-going	grade of “Cr”
<b>Discovery:</b> to explore the world around them and their place in it				
Cultural Awareness	na	On-going	On-going	grade of “ACC” or higher in category
<b>Enrichment 4/5/6</b>				
Participation	na	On-going	On-going	grade of “Cr”
<b>Graduation Path:</b> to complete missing credits towards graduation				
Participation	na	On-going	On-going	grade of “Cr”
<b>Learning Lab:</b> to develop computer skills needed for academic and professional success				
Typing skills	na	On-going	On-going	grade of “ACC” or higher in category
Word Processing	na	On-going	On-going	grade of “ACC” or higher in category

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PowerPoint	na	On-going	On-going	grade of “ACC” or higher in category
Research Skills	na	On-going	On-going	grade of “ACC” or higher in category
<b>Life Skills:</b> to develop skills needed for a productive life				
Personal Health and Wellness	na	On-going	On-going	grade of “ACC” or higher in category
Financial Literacy	na	On-going	On-going	grade of “ACC” or higher in category
Resources	na	On-going	On-going	grade of “ACC” or higher in category
<b>Tutorial:</b> to develop study skills needed for academic success				
Productivity	na	On-going	On-going	grade of “Cr”
<b>Student Aide:</b> to build work ethic and attention to detail				
Productivity	na	On-going	On-going	grade of “Cr”

*\* A “Cr” for Credit is generally based on achievement of 60% or more of the total points possible in a grading period. The category refers to the Subject in the first column.*

#### Other School-wide Performance Goals

In addition to academic progress, the petitioners have outlined school-wide goals for attendance, dropout rates, graduation rates, unconditional promotion and retention.

**Table 11: School-wide Performance Goals**

School-wide Performance	Goal
Attendance	91%
Dropout Rate	<5%
Graduation Rate	>95%
Unconditional Promotion Rate	>70%
Retention Rate	<5%

#### Use and Reporting of Data

As a result of these three methods of assessment and the use of integrated authentic assessment, the staff will be able to consider each student’s individual abilities, interests, and talents to:

- achieve academic proficiency on standardized tests;
- complete the course requirements for their grade; and

This will provide the teacher, student and parent/guardian with information needed to increase individual student achievement. Results of norm- referenced and criterion-referenced measures will be examined to identify individual student progress, curriculum weaknesses, and the need for instruction in test-taking strategies to ensure that each student completes assessments that accurately reflect their proficiency. The staff will use the resulting data to identify promising practices and discontinue those that prove ineffective.

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AAA will use objective assessment data for each student upon admission so that staff can monitor individual student progress, identify patterns among groups, and make program improvements based on data. Information about each student's daily classroom assessments will be maintained on a student information system such as PowerSchool® which provides web-based access 24/7. Staff will track the state mandated test scores for each student individually at each test administration and longitudinally over time. Cumulative data will be posted yearly on the School Accountability Report Card which will be reported on the school's website.

STAR testing shall be reported as the number of students taking the STAR exams and the percentage of students who score proficient/advanced. The average scaled score gain per grade level shall be reported as well.

Data will also be used to show progress on accreditation goals for improvement in keeping with the Western Association of Schools and Colleges *Focus on Learning* criteria for charter schools. The school will adhere to a follow-up process in which data in all areas identified for self-improvement are monitored by key staff. The president will use this follow-up process to provide periodic reports on the data to the Board of Directors. Results will also be presented in an annual report prepared for the CAR board and the charter-authorizing agency.

## V. The Governance Structure of the School

### Governance Structure and Parent/Community Participation

AAA is governed by Charter Academy of the Redwoods, a California nonprofit public benefit corporation established with the approval of the California Secretary of State in 1999. (See By-laws of the Charter Academy of the Redwoods in Attachment 3 and Articles of Incorporation in Attachment 4). In keeping with past practice in the successful administration of two schools and subject to the authority of the CAR Board of Directors, site administration will manage all aspects of the charter school's routine operations, will act as liaison with the sponsoring agency, will manage the school pursuant to policies developed, promulgated, implemented, and adopted by the Board of Directors, and as subsequently amended. The CAR board, in keeping with its recognized responsibilities, will approve all major educational and operational policies, approve major contracts, approve the school's annual budget, and oversee the school's fiscal affairs, including but not limited to pursuing loans.

The corporation has a Board of Directors comprised of 5 committed parents and local community members. Members may be compensated \$50 per meeting and reimbursed for expenses incurred in fulfilling their duties. Any change to the authorized number or qualifications of directors will be submitted as material revisions to the charter. Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws relating to action required or permitted to be taken or approved by the members, if any, of the corporation, the activities and affairs of the corporation will be conducted and all corporate powers will be exercised by or under the direction of the Board of Directors.

Serving on the Board of Directors is an opportunity open to all parents and community members. As the corporation has grown since its inception, the number of AAA parents involved in governance through School Site Council, Parent Boosters, and ad hoc committees has grown dramatically. Previously staff members have needed to recruit directors from among a small number of interested parents who have expertise and experience needed by the Board. It is the petitioner's expectation that a greatly increased number of parents will indicate their interest in serving on the Board as a result of their involvement in numerous school activities and decision-making at the grassroots level.

The five current Board members began their involvement in governance as parents between two and ten years ago of AAA or Redwood Academy students, and have each completed one or more years of board service; all have indicated their intention to complete their current term. Currently, two of the members are parents of current or former AAA students. Board members are well respected in the community. Their expertise includes: Entrepreneur (Webb, Stutsman), business services (Berndt), post secondary education (Trejo), health services (Dobbs), among many other topics. Their vision is united to govern charter schools focused on the mission to be safe, challenging, and well-managed. Contact information for current board members is included in Attachment 6. The Board will identify the need for training in areas such as, but not limited to education law and finance, board management, curriculum and instruction, the Brown Act, and planning as part of the annual meeting.

Each member of the Board of Directors will hold office for a three-year term or until his or her successor is elected. The only qualification for board membership is a willingness to fulfill the duties of the directors to govern the corporation and all of its schools and services. . These duties include:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;

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- (b) Elect, employ, evaluate and discharge all officers according to the prescribed duties provided in these Bylaws to assure that their duties are performed properly; ensure that the officers employ, supervise, evaluate, discharge and prescribe the duties of all agents and employees of the corporation to assure that their duties are performed properly;
- (c) Fix the compensation of all officers, agents, and employees of the corporation;
- (d) Meet at such times and places as required by these Bylaws;
- (e) Register their addresses with the Secretary of the corporation.

School Site Council is composed of two certificated staff members, one classified staff member, the principal, two parents and two students. The Council meets three times a year, and are responsible for reviewing, revising and/or approving the LEA plan, Single Plan for Student Achievement, Title 1 Parent Involvement Plan, and WASC Action Plan. The Council makes revisions based on performance data and results from the student and parent surveys.

### Delegation

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

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

When a Board vacancy occurs in keeping with Section 17 of Article 3 of the bylaws, the corporation Secretary posts a Notice of Vacancy at no less than three public places and on the schools' web sites; announcements are made at parent meetings, and application deadlines are included on the monthly calendar which is posted on the web site. Qualified candidates notify the Secretary in writing of their interest in serving on the Board of Directors. The Board of Directors elects persons to be Board members from those who submitted notices to the Secretary according to a process conducted by the Board chairperson that includes the members of the Board of Directors reviewing the written statement of interest and conducting a public interview that determines the candidate's ability to undertake the Director's duties. Elections are held at the annual organizational meeting or at the meeting subsequent to the departure of a previously elected member in the event of resignation, recall, or death of a Board member. This succession process will ensure continuity of governance and leadership.

A quorum of the Board of Directors necessary for the transaction of business will be a majority of the Board of Director members. All business of the Board of Directors will be by the majority of the members attending a Board meeting as long as the board has met quorum requirements. All meetings of the Board of Directors will comply with the Ralph M. Brown Act (Chapter 9 [commencing with Section 54950] of Division 2 of Title 5 of the Government Code), will take place according to the calendar adopted at the annual organizational meeting, and will be held at a location within the sponsoring district, at the corporate office located at 1059 N. State Street, Ukiah, CA unless noticed for another location. The petitioner's intend to adhere to the current calendar of



seven meetings, generally bimonthly. The charter-authorizing agency will be provided with the adopted calendar and agendas for each meeting.

In addition to the overall governance structure for the corporation, the petitioner's intend to provide a regular meeting time for parents, anticipated to be no less than tri-annually. Meeting dates will be posted on the school's yearly calendar that is mailed home and on the web page. A parent coordinator may be used to notify parents with reminders of meetings and other information as requested by families. The agenda will focus on:

- governance activities
- strategies for helping students succeed
- using PowerSchool ® effectively
- materials and strategies used by the staff for instruction
- upcoming volunteer opportunities
- networking with other families and the staff

Parents will be involved in the AAA accreditation process to develop a student and community profile and review the staff's self-study. Parents complete an annual satisfaction survey designed to elicit information about what the parent perceives as serving their student and what suggestions they have regarding the school's governance and improvement.

#### Governance and Administrative Roles

As indicated above, CAR directors will perform any and all duties needed to exercise authority related to corporate governance as provided in the Bylaws. AAA practices and policies will support parental involvement at all levels including adherence to the Parent Involvement Policy (see Attachment 12). Practices and policies will also support staff participation in the school's operations with a focus on curriculum and instruction. The officers will serve as liaisons between the Board, the parents, and the administrative staff. The organizational chart in Attachment 5 shows the linking relationship of CAR, parents, and staff.

Parents, serving with staff in keeping with federal law and the Brown Act, will comprise the School Site Council and will participate in decision-making through the Parent Booster organization and through service on ad hoc committees to fulfill needs determined by the Parent Booster organization. Information regarding pending governance matters will be communicated to parents and posted for public comment. Each parent has the right to approve instructional materials and opportunities provided to his/her student. Although parents are not required to provide service to the school, the staff will make available diverse types of opportunities to support the office and instructional program and activities for students.

School Site Council meetings are scheduled for three times a year. The Council consists of two parents, two students, two certificated staff, one classified staff and the principal. The Council is responsible for reviewing school success on state testing as well as overall feedback from parent and student surveys. They then use the information gained to review, revise and approve the LEA plan, Single Plan for Student Achievement, and Title 1 plan.

Parent Booster meetings are scheduled per year on topics requested by parents (e.g., using PowerSchool to enhance student achievement; developing math proficiency with home-based resources; computer literacy; strategies to enrich literacy, etc.). Meetings are held simultaneously in English and Spanish with free child care provided. In addition to supporting governance and academic achievement, Parent Boosters organize volunteer activities that benefit students.

Site administrative staff will be responsible for ongoing operations in a manner consistent with Corporate By-Laws and Board Policy related to governance, business, education, personnel, and student ~ family ~ community services. Founders Kim Logan and Rod Logan will serve as officers of the Corporation in the form of President and Secretary/Treasurer. Selah Sawyer is the full-time Principal and Co-Executive Director with long time employee Kerri Thies as office manager. A coordinator for technology, Melinda Decker, and a coordinator for business and facilities, Jim Switzer, will support the staff. Elna Gordon serves as Co-Executive Director as part of the administrative team. Site administrators are expected to attend CAR Board of Director's meetings and Parent Booster meetings; the Principal serves on the School Site Council.

### Seriousness of Purpose

AAA will remain a viable enterprise with active and effective representation of interested parties, including, but not limited to parents and/or guardians. Within the construct of the governance structure and with the Board, administrators, and parents assuming roles as described above, the educational program will continue to grow. Each party will be involved in the common mission of preparing students to accelerate their achievement in a safe, challenging, well-managed charter school. They will use personal and electronic means to communicate, provide feedback, set goals and plan activities. They will maintain the CAR tradition of mission-driven unity.

As outlined in Education Code section 47604(c), the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation, will not be liable for the debts or obligations of the charter school. CAR will, on behalf of AAA, maintain a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the sponsoring district. Details of this policy may be outlined in a Memorandum of Understanding ("MOU") between CAR and the sponsoring district and a copy of this insurance policy is available for review by the sponsoring district. CAR will act as AAA's fiscal agent to the fullest extent of the law. In fulfilling obligations relating hereto, CAR and AAA will comply with the provisions of charter school legislation, State Department of Education directives regarding charter schools, the charter petition, and the mutually agreed upon MOU between the chartering district and the charter school.

In addition, all of the charter school's records that relate in any way to the operation of AAA, are deemed to be subject to the requirements of the Public Records Act (Government Code Section 6250, et seq.) as well as Education Code Section 47604.3.

The CAR Board of Directors will be responsible for adhering to its by-laws and policies and this charter. The CAR Board of Directors will uphold the mission of the school, monitor the school's performance, and make suggestions to the officers for school improvement.

On behalf of AAA, CAR will maintain a conflict of interest code, available to the charter-authorizing agency in accordance with the political Reform Act. This policy will reflect compliance of the governance structure of the charter school with the California Corporations Code, the Political Reform Act, and all other conflict of interest laws applicable to other public school agencies including but not limited to Government Code 1090. In the event that charter school specific conflict of interest regulations are adopted by the State Board of Education, the charter school will abide by the charter school specific regulations.

The Board of Directors approve the annual budget and all budget reporting documents required by Education Code section 47604.33 and ensure that its officers fulfill their duties by ensuring a confidential performance appraisal be completed no less than annually.

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Material changes to the Governance Section shall be submitted to the District for consideration in accordance with Education Code Section 47607 prior to implementation of the change. A change in corporate bylaws must be consistent with the terms of this charter to be valid.

## VI. Human Resources

### Qualifications of School Employees

Every employee's work contributes to the vision and mission of the school. The Co-Executive Director/Principal is responsible for ensuring that appropriate personnel arrangements for staff selection and assignment are made in compliance with all laws applicable to California charter schools and the CAR Employee Handbook. All requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials and assignments.

In keeping with the CAR qualifications for employment, staff members:

- like and appreciate children and adolescents;
- are motivated to be part of preparing each student for a successful future;
- are interested in how people learn;
- are creative and thoughtful about active learning and instructional practices;
- are not confined to the structure of the traditional educational system;
- agree to adhere to the *Academy's* charter and mission;
- contribute a pioneering spirit to the school;
- are knowledgeable and enthusiastic about the opportunities technology and art bring to the learning process.

The staff recruitment process encourages selection of a diverse staff that includes employees from various backgrounds including varying degrees of experience, interests, and talents. The school will be nonsectarian in its employment practices.

CAR will continue to notify the charter granting agency of any employee changes through a monthly Employee Conformance Report. The report contains the name, job title, employment category, required employment clearances (i.e. fingerprints, TB, etc) and credential information.

To teach a core or college preparatory subject, the employee will need to have one or more appropriate current credentials registered with the California Commission on Teacher Credentialing. All teachers must have evidence of expertise as needed to be legally assigned to the class or subject area(s) in compliance with California law and NCLB provisions and have fingerprint clearance. All AAA students will be assigned to a teacher who will hold an NCLB-appropriate Commission on Teacher Credentialing document in keeping with charter school requirements. Teachers of English language learners shall have either CLAD or BCLAD certification. Additional qualified certificated and non-certificated personnel will be hired to provide supplementary instruction, management, and support services in keeping with applicable state and federal law. Paraprofessionals will meet NCLB requirements by having earned an associate's degree or having completed two years of college or demonstrating knowledge of reading, writing, math, and the ability to assist in instructing assigned subjects through a state or local academic assessment.

All staff of AAA will have the necessary qualifications, skills, experience, certification, and credentials to fulfill their written job description. These documents and job descriptions will be maintained on file at the school and will be subject to periodic inspection upon request by the charter-authorizing agency. Sample job descriptions for key positions are included in Attachment 9.

Key administrative staff includes the Co-Executive Directors, Principal, coordinators of technology and business/facilities, and office manager who have expertise in their area of responsibility and are trained by the founders to ensure continuity. Instructional staff includes teachers and paraprofessionals. Staff includes campus aides for supervision and safety. Each staff person has the background experience and skills needed to ensure that students achieve the stated outcomes of the

school in keeping with the job description that delineates general responsibilities and specific duties for each position. Expert consultants support staff with auditing, legal services, and insurance.

Once employed, staff members are supported with quality professional development in a manner consistent with CAR's commitment to involve staff in the management of many of the *Academy's* daily operations, and in researching the impact of the *Academy* on student achievement. This includes staff-selected training before, during, and after the school-year in a manner consistent with California Standards for the Teaching Profession.

#### *Compensation and Benefits*

Compensation for staff is determined by their placement on the salary schedule adopted annually by the CAR Board of Directors and revised as needed. Salary will be commensurate with compensation for similar professionals in the region as determined by the CAR Board. Certificated staff has multiple steps based on experience. Classified staff has increases commensurate with increases in responsibilities. AAA offers medical, dental and vision healthcare insurance for eligible employees as defined by applicable employment law. Employees participate in STRS (certificated teachers and administrators) or PERS (classified including clerical, campus supervisors, instructional) depending upon eligibility with the corresponding agency. The Principal and Coordinator of Business and Facilities oversee all salary placement, benefits, and retirement arrangements in keeping with CAR policy. All salary and benefits required to adhere to this charter are included in the 2012-13 budget in Attachment 10.

#### *Employee Representation*

All employees at AAA will be employees of Charter Academy of the Redwoods and not employees of the charter-authorizing agency or the State Board of Education for the purposes of AB 631 and Education Code 47611.5; CAR will be deemed the employer of the employees of AAA for the purposes of the Education Employment Relations Act (EERA) Section 3540.1 of the Government Code. The petitioners recognize that CAR is required to fulfill its responsibilities in the event employees are represented in keeping with EERA and note that school employees shall have the right to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations and that any employee may at any time present grievances to his or her employer, and have such grievances resolved.

#### *Rights of School District Employees*

Any employees leaving the charter-authorizing agency to work at AAA will enjoy the same employee benefits as all other employees of AAA with similar job classifications. The right of return to the charter-authorizing agency will be the sole decision of that agency.

#### *Health and Safety*

AAA will comply with all of the requirements of Education Code section 44237 to ensure the safety of employees and students. This includes all applicable laws, including the Family Education Rights and Privacy Act, concerning immunization, health and safety, first aid, child abuse reporting, harassment, and related issues for both employees and students as outlined in the Health and Safety Policies to be adopted by the CAR board on October 14, 2011. Prior to working with students, all employees will furnish criminal record summaries in accordance with Education Code section 44237 paid for by CAR and will provide evidence of current tuberculosis clearance. Students will participate in health care screenings for scoliosis, hearing, and vision; employees may participate in the screenings as well.

All employees will participate in safety-related training provided by the Coordinator of Business and Facilities or designee, or other appropriate service-provider at joint staff meetings held periodically during each year. The staff will also ensure that emergency evacuation drills are conducted in keeping with mandates and that staff has training to provide safe practices. All staff members will wear CAR uniforms designating their employment with an organization that includes the intent to operate in a manner that is safe in the school's mission statement.

In keeping with the mission of AAA, it is the petitioners' intent to support the health and safety needs of students and staff as follows:

#### *Background Checks*

AAA will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment and/or any one-on-one contact with pupils of AAA. The CAR secretary shall monitor compliance with this policy and will maintain written records of each person's background check. It is the petitioners' intent that the current CAR practice of paying for the fingerprinting will be continued.

#### *Blood-borne Pathogens*

The Coordinator of Business and Facilities, or designee, shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The designated staff shall maintain a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

#### *Drug Free/Smoke Free Environment*

AAA shall maintain a drug and alcohol and smoke free environment. AAA will also review and consider adopting additional health, safety and risk management policies and procedures as needed. AAA shall maintain procedures to implement the policy statements listed above. These policies are incorporated as appropriate into the AAA Student ~ Family and Employee handbooks and reviewed on an ongoing basis as part of the AAA staff development efforts.

#### *Emergency Preparedness*

AAA adheres to an Emergency Preparedness Plan drafted specifically to the needs of the school's sites. This plan includes but is not limited to: the method to alert employees and students of the need to respond to an emergency; fire and emergency evacuation procedures; bomb threats, civil disturbance and intruder alert procedures; earthquake procedure; fire aid and medical emergencies procedures, evacuation route and assembly area map. The fire prevention plan shall identify responsible persons; fire hazards and their associated work areas; fire prevention practices; fire control measures; maintenance and inspection program; alarm system information; employee response protocol; and evacuation and emergency procedures. Employees are trained each fall using the Emergency Preparedness Plan and new employees are trained at an orientation session when they begin work. Employee and student-related safety issues will be discussed at regular AAA staff meetings throughout the school year. A copy of the school's current Safety Plan and Emergency Response is available for review in the school's office.

#### *Immunizations*

AAA will adhere to all laws related to legally required immunizations for entering

students pursuant to Health and Safety Code Section 120325-120375, Title 17, California Code of Regulations Section 6000-6075, and AB 354 regarding pertussis vaccinations. The staff reviews immunization records as each student is admitted; the staff talks with the parent/guardian of students in need of immunizations to support compliance. In the case of a student exercising the right to not to be immunized, the exemption is logged in PowerSchool® so that the student can be easily identified and isolated in the event of exposure to that illness.

#### *Mandated Child Abuse Reporting*

All certificated and classified staff will be mandated child abuse reporters and will follow all applicable reporting laws in keeping with CAR policies and state and federal laws.

#### *Medication in School*

AAA will adhere to Education Code Section 49423 regarding administration of medication in school. A form to be completed by the student's health care provider will be kept on file and all medications given by staff will be logged.

#### *Tuberculosis Testing*

All staff at AAA, including parent and community volunteers who work with students, will comply with TB testing requirements.

#### *Vision/Hearing/Scoliosis*

AAA shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the AAA staff. AAA will contract with qualified personnel to perform the examinations as required by law. Parents or guardians of students will be notified of the rights of students pertaining to health examinations. Results of examinations will be kept confidential. Parents/guardians will receive written notification, including referrals for services and/or additional information in the event physical problems are found as specified by law (EC 49452-49456; Code of Regulations, Title 17,2951).

- \* Students shall have their vision examined upon first enrollment in the school and every three years thereafter until the student has completed eighth grade. All students shall be tested for visual acuity. Color vision shall be tested once and only in male students.
- \* Students shall have their hearing tested by qualified personnel in Grades 5 and 8.
- \* Every female student in the seventh grade and every male student in the eighth grade shall be provided screening for scoliosis.

#### *Resolution*

All disputes are to be resolved pursuant to the dispute resolution language contained in the MOU between *Accelerated Achievement Academy* and UUSD, as it may be amended from time to time.

The *Academy* maintains and adheres to the Uniform Complaint Procedure (see Attachment 17) as identified previously. The school has a history of satisfactorily resolving issues that arise periodically among students, staff, parents, and other agencies such that there have been no formal internal or external disputes to date. The foundation of conflict resolution is to encourage communication in a safe environment, clearly define issues in terms of their affect on students, work toward mutual understanding, and implement solutions that enable all those involved to be committed collaboratively to the school's mission. If a complaint is lodged, the Principal investigates the concerns raised. Depending on the parties involved and the nature of the complaint, the Principal counsels the parties on how to best resolve the situation on their own, acts as mediator during

conflict resolution, or addresses the issue on behalf of the party. The goal is to resolve any conflict so that all involved feel safe and respected while at the school.

The district may inspect or observe any part of the *Academy* at any time.



## VII. Student Admissions, Attendance, and Suspension / Expulsion Policies

### Student Admission Policies and Procedures and Assurance

AAA students are eligible for admission without regard to ethnicity, gender, sexual preference, religion, national origin, ability, or challenge or any other characteristic or trait and without any admission requirements for academic history. Admission will not be determined according to the place of residence of the student or parents, except as required by law. All parents are given the written compact (see Attachment 13) detailing the expectations of students, staff, and parent-guardian.

All grades 4-12 students in the state of California are eligible to attend *Accelerated Achievement Academy*. Admission for the subsequent fall school year begins in February with windows established for enrollment purposes. The school will close classes to further enrollment at any point in which classes are determined to be full. The petitioners include information regarding enrollment procedures on the registration card and provide contact information through outreach activities such as advertisements, public service announcements, and community bulletin boards.

If more students choose to apply in any enrollment window than can be admitted, the following admission processes will be followed:

- In the event that the number of students who wish to attend the school exceeds the school's capacity, a lottery system with a Table of Random Numbers is used to publicly determine those selected to attend after accommodating continuing CAR students.
- In conformity with the requirements of Education Code section 47605, subdivision (d)(2)(B), admission preference "shall be extended to pupils currently attending the charter school and pupils who reside in the district."

*Accelerated Achievement Academy* is open to all grade 4-12 students, including those with special education needs. AAA will support the administration of all special education services at the school site through an agreement with the charter-authorizing agency or other approved entity and recognizes that students are mandated to receive all services as delineated in an IEP.

AAA will be open to all students in the state of California. AAA will be nonsectarian in its programs, admission policies, employment practices, and all other operations. AAA will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, gender, sexual preference, religion, national origin, ability, disability, place of residence or any other characteristic or trait. The charter school will comply with all laws establishing maximum ages for public school attendance. Enrollment space will be based on need in the community and availability of qualified, trained NCLB compliant credentialed teachers to provide quality core instruction (English-language arts, math, social studies, and science) and qualified, trained NCLB compliant paraprofessionals to provide non-core instruction. AAA expects to maintain an enrollment of approximately 170 students and continue to be located in the boundaries of a unified school district that serves students in grades K-12.

Parents who enroll their children in AAA will, through participation in orientation and by signing the *School~Student~Family Compact*, accept responsibility for the decision to enroll their student at AAA for a quality, public education in a manner that is consistent with AAA charter, codes, policies, and rules. Under the terms of the *Compact*, parent/guardians will: honor their student's effort to succeed by keeping informed about his/her progress through regularly access to student grade and attendance information, provide support when challenges seem overwhelming, recognize and celebrate successes; participate in the development of the student's long-term plan for further

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education; ensure that the student attends school the full academic day, adheres to the Behavior Code, and is dressed in keeping with the Dress Code; maintains open communication, primarily with the student's teacher, about all matters that impact his/her potential to succeed at the *Academy*; and join his/her student by attending performances, Promotion Ceremony and other activities that provide opportunities to support accelerated student achievement. No student will be disenrolled or expelled due to a parent's failure to honor the *compact*.

CAR designates the charter-granting agency as having a legitimate educational interest such that appropriate employees are entitled access to education records of AAA students under 20 U.S.C.A 1232g, the Family Educational Rights and Privacy Act and California Education Code 49076(b)(6) ("FERPA"). AAA, its officers, and employees will comply with FERPA.

Students in AAA may not "transfer" to other Charter Academy of the Redwoods' schools or vice versa, but students may apply to the other school through the same standard enrollment process used by all other applicants and disenroll from one to accept enrollment in the other. A student applying under a current expulsion order shall be considered in a case by case basis for admission in accordance with Education Code Section 48915.1

### Non-Discrimination

AAA is a free, public charter school that is non-sectarian in its admission process. The means by which the charter school achieves a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted consists of public announcements of the school's program that neither encourage nor discourage any particular racial or ethnic group from gravitating to the charter school. AAA maintains information concerning the ethnicity of all AAA students, and if the balance is not reflective of that of the local population, a committee of school parents and AAA staff will meet to discuss the imbalance and explore available options, which may include additional outreach initiatives, to remedy the situation.

Currently, AAA has a racial and ethnic balance that reflects the general population. In an effort to attract a balanced population, AAA offers enrollment cards in Spanish as well as employs Spanish speaking staff to communicate with our Spanish speaking families. Additionally, we provide orientations in Spanish so incoming families are well informed about our school.

**Table 12 Percent Population by Ethnicity for AAA and UUSD (Percentages may not total 100 due to rounding)**

	Hispanic /Latino	Amer Indian, Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or More Races	Not Reported
AAA	44%	6%	0	0	1%	0.5%	41%	6%	0
UUSD	43%	7%	1%	0	1%	1%	45%	1%	1%

It is the petitioner's intent that outreach materials designed to provide prospective students with information about CAR schools will be posted at community businesses including retail (ex. Taco

Loco, Mendocino Book Company, Wal-Mart) and service (ex. auto repair shop). The staff and students and their families will provide information to interested community members in English and Spanish.

### Public School Attendance Alternatives

Attendance at AAA is entirely voluntary on the part of the students who enroll. Students who opt not to attend the charter school may attend other schools in the district in which the charter school is located or may pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. The parent or guardian of each student enrolled in the charter school will be informed in the *Student~Family Handbook* that the student has no right to admission in a particular school of any 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. No governing board of a school district will, under any circumstances, require any pupil who is enrolled in the district to attend the *Academy* nor may the board offer it as an alternative to independent study for disciplinary or other purpose.

### Suspension/Expulsion Procedures

In keeping with Board Policy 502 (see Attachment 8) students may be suspended or expelled from the charter school for serious or persistent non-compliance with the school's codes, rules, policies or procedures, or any material violation of any of the conditions, standards or procedures set forth in the charter school petition or the *Student~Family Handbook*. The Behavior Code will guide discipline matters requiring that "All students and all staff will respect themselves, others, and things at all times in all situations." Suspension and expulsion criteria will be reviewed once a year by the school staff to determine if modifications to the lists of offenses are necessary. Rules are included in the *Student~Family Handbook* that is posted on the school's web page and kept in the student's binder. It includes:

**School-wide Rules:** Keep your hands, feet, body, and objects to yourself and keep your verbal and body language appropriate. Be sure every area is neat, clean and orderly when you leave it. Do not have gum, CDs, unapproved electronic devices, weapons, drugs, alcohol, paraphernalia, or contraband. Follow the Dress Code; do not wear hats or hoods inside buildings. Be on time to school daily.

**Classroom Rules:** Do not bring in food or drink except water. Follow the staff person's directions. Protect classroom materials, furniture, and equipment. Be a positive, contributing member of the class; do not interrupt or distract when someone is talking. During class: no grooming, passing notes, leaving seat.

**Building and Safety Rules:** Enter and exit rooms using the path. Remain on the path when going to or from class and any building on the fairgrounds and stay on the sidewalk wherever there is one. Stay out of the areas behind the classrooms and office building, parking spaces, and driving areas of the parking lot. Cross N. State Street following the directions of the crossing guard. Clean and organize the classroom work area before dismissal by teacher.

**Consequences:** Receive a verbal warning with an opportunity to correct the behavior. Be isolated or suspended from class and sent to office. Staff calls parent/guardian and may give detention, suspension, or other consequence. Refer to Discipline Hearing for possible expulsion. Receive Behavior Probation with loss of special privileges and required detention. Pay for repair or restoration of damage or vandalism.

Students who have violated the school's codes, policies, procedures, or rules may be suspended from class by any member of the staff and from school by the site administrator or designee. All suspensions are logged in the school's student information system and available for review by staff, the student, and the parent/guardian.

The staff will adhere to due process in applying consequences to Behavior Code violations. Students will be automatically referred to a Discipline Hearing for offenses that may result in expulsion including possession of a firearm, brandishing a knife, selling a controlled substance, committing or attempting to commit a sexual assault or battery and possession of an explosive. Other offenses to be referred to a Discipline Hearing will be those that present a serious or persistent violation of the Behavior Code.

The Discipline Hearing panel is comprised of staff members trained by the principal, no less than two and usually three, of whom at least one is not currently responsible for the student's classroom work or behavior. The site administrator designates the chairperson and appoints other staff members to complete the panel. Nearly all staff members participate on one or more panels during the year with the principal responsible for ensuring due process. The principal does not serve on the panels.

Students who are candidates for expulsion have the right to a Discipline Hearing. Discipline Hearings are scheduled by the school site administrator based on information provided through an investigation and according to school policy. The site administrator will be involved with the special education staff in the expulsion process for all identified pupils with disabilities to ensure completion of a manifestation determination and any other required procedures. The purpose of convening a Discipline Hearing is to respond to charges that a student has committed an infraction of the Behavior Code that may be sufficiently serious to warrant expulsion from AAA. This process is open to the panel, the staff, and the student and his/her representative(s) except for deliberations that are closed to all but the panel. Convening the panel means that the staff needs to formally hear information about the infraction and make a decision about what disciplinary action, if any, up to and including expulsion, may be warranted.

Parents and the student are notified in writing about the charges and hearing process in advance and reasonable effort is made to conduct the hearing at a time that enables the parent to participate. The parents of a student who has received a Discipline Hearing notice from the site administrator will be encouraged to participate and present facts relevant to the issues set forth in the notice. A translator is provided for all hearings attended by Spanish-speaking parents and students. Parents have the right to waive a panel and abide by the determination of the school administrator.

The Panel makes the final decision regarding expulsion. The Panel may decide as it deems appropriate, to suspend an expulsion.

In the event of a student's expulsion, AAA notifies the charter granting agency and, if different, the student's district of residence of the expulsion. It is recognized that students who are expelled from AAA are deemed the student of their district of residence and are subject to that district's determination of danger according to Education Code section 48915.1. The school site administrator makes all final decisions concerning reinstatement of expelled students who are eligible for reenrollment according to terms established by the Hearing Panel at the time of the hearing.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law

mandates additional or different procedures. The School will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The Charter School shall notify the District of the suspension of any student identified under the IDEIA or as a student with a disability under 504 (or for whom there may be a basis of knowledge of the same) and shall participate with the District on the required Manifestation Determination IEP required by law.

## VIII. Financial Planning, Reporting, and Accountability

### Budgets

Attachment 10 provides the one-year operational budget including reasonable estimates of all anticipated revenues and expenditures necessary to operate the school including special education encroachment and uses all funds in a manner that effectively increases student achievement and responsibly provides educational choice. All elements of this petition that have a financial impact have those costs included in the budget.

Basic budget assumptions are:

an enrollment of no less than 170 students at the time of CBEDs in the first year of this renewal with an on-going enrollment sufficient to attain approximately 160 ADA in grades 4-12, a projection based on current enrollment;

that AAA will continue its status as a School-wide Program Title I school; and

eight certificated teachers will provide a ratio of 1:22 with classified support staff including office manager and paraprofessionals with academic expertise with a full-time principal/co-executive director, and part-time (.50) coordinators of finances, business/facilities, and technology.

Attachment 10 also provides cash flow and financial projections for the first three years of operation during the renewal period and maintains a reserve of 5% or \$50,000, whichever is greater, in keeping with the laws for similar size districts.

### Financial Reporting

CAR will implement and manage all financial reporting and business services for this charter school in keeping with all laws applicable to California charter schools and other funding sources as applicable. The Principal/Co-Executive Director and the Coordinator of Business and Facilities will undertake internal fiscal reporting services with accounts payable and payroll processing expected to be done through an agreement with the Mendocino County Office of Education. This will result in the annual statement of receipts and expenditures for the prior fiscal year being provided to the charter authorizer by September 15 of each year and the submission of all other reports following Board approval, to the charter authorizer in keeping with state deadlines. AAA staff will adhere to all reporting requirements for submitting approved initial and revised budget, P1/P2 and annual reports, and an audit prepared by an external consultant by December 15. AAA staff will also submit the initial 20-day attendance report with monthly attendance and enrollment reports as requested. Business staff will use MCOE-provided software to maintain accurate financial records and will adhere to SACS subject to the California Department of Education accounting requirements for charter schools. Staff will use PowerSchool® or its subsequently selected student information system to maintain accurate enrollment and attendance information and produce needed reports.

### Insurance

On behalf of AAA, CAR will secure and maintain insurance policies, including but not limited to general liability insurance coverage for bodily injury or property damage. Such insurance policies will be issued by an insurance company or companies or joint powers authorities (JPAs) licensed to do business in the State of California. All such insurance policies will be endorsed to state that

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coverage will not be suspended, voided, canceled, or reduced, in coverage or limits, except after 30 days prior written notice to the charter-authorizing agency and CAR Board of Directors. In keeping with other CAR school, the petitioners anticipate acquiring this insurance through the Northern California Schools Insurance Group, NorCal ReLIEF and SELF Joint Powers Agreements. CAR is already a party to these JPAs; the current property and liability program structure includes \$20,000,000 comprehensive liability coverage, property coverage, and comprehensive crime coverage.

This charter school will secure and maintain workers compensation insurance as appropriate to cover its employees, most likely by participating in a Joint Powers Agreement with California Charter Schools Association. The authorizing agency is named as an “additional insured.”

### Administrative Services

Through regular employees, AAA will undertake all administrative services necessary for AAA’s efficient operations, including, but not limited to: school system administration, revenue administration, vendor/purchasing administration, budgeting and forecasting, accounting services, financial management reporting, training assistance, payroll processing, personnel management, enrollment management, maintenance of cumulative folders, immunization documentation, attendance management, required annual reports, categorical funding applications, compliance and fiscal reporting, among other administrative tasks required to ensure that the school fulfills its mission to be well-managed. AAA staff will work with Mendocino County Office of Education to process accounts payable and payroll and for training, expertise, and software support needed to maintain records; the currently agreed upon fee of .33% of revenue has been designated for this purpose. The AAA site administrator will be supported by coordinators with corporate-wide responsibilities in the areas of business, education, personnel, and student~family services. This administrative structure has been used to serve *Accelerated Achievement Academy* since its opening, as well as *Redwood Academy of Ukiah*, a California Distinguished School. The staff has the needed expertise to administer and train staffs new to the school. This structure has been proven to enable the school to be financially solvent and free from audit exceptions, to train other schools in instructional systems auditing, and to provide quality personnel and student services.

### Facilities

AAA will occupy facilities that are appropriate for accelerated academic achievement including classrooms, multi-purpose area, playground facilities, technology access, and assemblies as needed to support the instructional program. It is the goal of the AAA staff to maintain instruction at the Redwood Empire Fairgrounds in several classrooms on the *Redwood Academy* campus, in the Home Arts Building and Flower Building on the fairgrounds, and in the leased 5,000+ square foot “main campus” located at 1031 N. State Street. This “goal” does not preclude the District from offering facilities at a District site. Information about the facilities is included in Attachment 7. Additional fair facilities such as the Fine Arts Building and Carl Purdy Hall may be used on a rental or lease basis for activities such as performances for families and the community. If an ADA of 80 or more students attend AAA from the same district, which previous enrollment has supported, AAA will request a facility or equivalent from that district in keeping with the terms of Proposition 39. Other community facilities such as gyms, and parks may be used for enrichment instruction.

### Transportation

All transportation to and from the charter school including all related school programs is the sole responsibility of the enrolled students’ parents or guardians, and is not the responsibility of this charter school, unless otherwise required by a current IEP in which case the requirements of the IEP will be adhered to. The school works with the Mendocino Transit Authority (MTA) to provide a schedule consistent with the instructional day, provides a secure area for bikes and skateboards,

encourages car pooling, and provides crossing guards for students who walk to and from campus and will continue to do so.

### Audits

The Coordinator of Business and Facilities will cause an annual financial audit of the charter school to be conducted by an independent auditor approved by the Board of Directors, employing Generally Accepted Accounting Principles, familiar with California charter school law and experienced with educational finance. Audits will be conducted according to standards applicable to governmental agencies and the state's audit guide standards applicable to charter schools. Audit reports will be completed and available for review at the school and submitted to the charter-authorizing agency Board of Trustees by the auditor. Although AAA has never had an audit exception, the Coordinator of Business and Facilities recognizes the need to ensure that any audit exceptions or deficiencies will be resolved as determined by state law and this charter and will ensure adherence to the charter-granting agency's expectations for timely compliance. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified by CAR to meet the auditor's specifications and such modifications will be sent to the charter-authorizing agency's Board of Trustees within six months of the auditor's report.

As outlined in Education Code section 47604.3, the charter school and/or CAR Board of Directors will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority or from the Superintendent of Public Instruction and will consult with the chartering authority or the Superintendent of Public Instruction regarding any inquiries. The auditor will forward the audit to the State Board of Education, the State Controller's Office, the Mendocino County Office of Education, the charter-authorizing agency and any other agencies as mandated no later than December 15<sup>th</sup> of the year. The Coordinator of Business and Facilities will be responsible for addressing any audit exceptions and providing updates on any matter to the board at each meeting. The Coordinator of Business and Facilities shall address and resolve all audit exceptions to the satisfaction of the District.

### Closure Protocol

While it is the intent of *Charter Academy of the Redwoods* to operate AAA throughout the granted period, it is recognized that consideration of procedures for closing the school are required by law. In the event AAA closes, CAR will document and affect its closure by official action of the Board of Directors of *Charter Academy of the Redwoods* whose responsibility is to make such a decision at a publicly noticed meeting. The agenda item will include the reason for the school's closure and the anticipated date of the closure and notice shall be provided to the District at least three (3) days in advance of a closure issue being presented to CAR's Board. AAA will provide written notice to the charter-authorizing agency and AAA students and parents of the official action and the effective date of the school closure within seven days of the Board's decision. AAA will provide information to assist parents and students in locating suitable alternative educational programs.

As applicable and consistent with statute, AAA will provide parents, students, and/or the charter-authorizing agency or subsequently selected school(s) with all appropriate student records and will otherwise assist students in transferring to their next school(s). All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. §1232g. The district of residence will be provided with all student records for students no longer attending a CAR governed school so that they may retain custody of them.

The Coordinator of Business and Facilities will prepare final AAA financial records and will commission an independent audit by a qualified Certified Public Accountant paid for by AAA to



determine the disposition of all assets and liabilities of AAA. The results of the audit will be forwarded to the charter-authorizing agency upon completion.

In the event of the school's closure, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property, and all accrued ADA apportionments and other revenue generated by students attending AAA will remain the sole property of CAR subject to all audited and verifiable claims documented in the final audit as provided herein. In the event that the charter school is dissolved, all such property will be distributed as CAR will determine in accordance with state statutes governing nonprofit public benefit entities and with priority that such assets be distributed first to other CAR schools and then to other public schools as determined by the Board as potential beneficiaries of public assets. In the case of the dissolution of CAR, any funds remaining after completion of a final audit will be dispersed by the final action of the CAR board to legally eligible public agencies.

#### School Management Contracts

It is not the intent of the board of CAR to enter into a management contract with any education management organization. Regular employees will undertake all ongoing operational services needed for the successful management of AAA.

## IX. Impact on the Charter Authorizer

The petitioners recognize that the primary potential impact on the charter-authorizing agency is a loss of enrollment and related revenue; it also acknowledges the corollary reduction of expenses. It is AAA's intent to compete to fill an educational need for the local population of grades 4-12 while fulfilling the legislative intent to "establish and maintain a school that operates independently from the existing school structures."

### Civil Liability

CAR is a non-profit public benefit corporation; as such the charter-authorizing agency will not be liable for the debts or obligations of AAA pursuant to Education Code Section 47604(c) which provides that an authority that grants a charter to a charter school to be operated by, or as, a nonprofit benefit corporation shall not be liable for the debts or obligations of AAA or for claims arising from the performance of acts, errors, or omissions by AAA. As stated above, AAA will purchase liability insurance and property insurance to protect the school's assets, staff, and governing board members.

### Services Obtained from Charter Authorizer

Details of business or administrative services, special education services, costs and funding between the charter-authorizing agency and AAA, if any, will continue to be detailed in a Memorandum of Understanding (MOU) that is developed with mutual participation. The MOU will contain agreements regarding the following:

- Process, activities and associated fees for oversight of charter
- Content, processes, timelines and evaluation criteria for annual review and site visits
- Regular, ongoing fiscal and programmatic performance monitoring and reporting
- Content, process, timelines and evaluation criteria for charter renewal

AAA will retain its own legal counsel when necessary. AAA will receive its funding directly from the State pursuant to Education Code Section 47513.5 and reserves the right to alter this through any other available mechanism provided in the future deemed to be the best interest of students by the CAR Board of Directors. Funds will be provided by the State of California directly to the *Academy* through the Mendocino County Office of Education.

### Reporting to UUSD

*Accelerated Achievement Academy* recognizes its obligation to regularly report to UUSD concerning charter implementation, measurable student progress, current and projected financial viability of the school, and School Accountability Report Card (SARC) performance. In keeping with the terms of the MOU and this charter, the staff will annually prepare a calendar of reporting deadlines (known internally as the "MOU tracker") to ensure timely adherence to reports related to student enrollment, employee compliance, fiscal and attendance report deadlines, among others. The annual report, submitted by October 30<sup>th</sup>, will include all requested information. The majority of this communication will be by email with the UUSD-appointed consultant; the balance will be printed copies. The annual report is submitted for use by the consultant in preparing the annual "matrix" for presentation to the UUSD Board of Directors after an on-site visit and discussion with administrative staff. AAA recognizes its obligation to pay 1% of specified revenue accounts as the cost of oversight and to collaborate in the process and activities needed to support successful oversight. The staff will also, in keeping with the MOU, provide all fiscal documents needed to support the evaluation of the school's financial status according to agreed upon timelines.

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The annual performance audits may include, but not be limited to:

- A review of each component of the petition for compliance;
- An analysis of whether goals are being met with a review of state and federal student assessment data and reports;
- A summary of major decisions made/policies established by board;
- Data on level of parent involvement in governance and operation of school;
- A summary data from annual student/parent satisfaction survey;
- Data regarding number of staff, their qualifications, and verification of credentials;
- A review of health/safety procedures and a summary of any major changes;
- A determination of the suitability of facility in terms of health and safety;
- A determination of the suitability of facility in terms of educational utility;
- A review of all required documentation (e. g., budget reports, financial projections, leases, insurance, etc.);
- A overview of admission practices including: number of students actually enrolled, waiting lists; expulsions and suspensions; and
- A review of any internal/external dispute resolutions

The audit process will include a site visit by UUSD including observation of the instructional program.

#### Renewal Term

The renewal petition is submitted within the window specified by UUSD Board Policy 412 for charter renewals, no more and no less than nine months prior to the expiration of the current charter. It is anticipated that a public hearing will held followed in a timely manner by an evaluation of the petition consistent with UUSD Board Policy 412 and the UUSD Charter School Matrix as conducted by UUSD staff and charter school consultant.

The term of this charter will begin on July 1, 2012 and if it is not renewed as provided in keeping with applicable state law, will expire on June 30, 2017. The charter may be renewed by the charter-authorizing agency Board of Trustees in keeping with applicable state law at the time.

## Attachments

1	Signatures Of Meaningfully Interested Teachers Submitted In Compliance With The Provisions Of Education Code § 47605	69
2	Assurances (with Signature)	70
3	By-Laws Of Charter Academy Of The Redwoods, An Incorporated Non-Profit Public Benefit Corporation	71
4	Articles of Incorporation for Charter Academy of the Redwoods	84
5	Organizational Chart Of <i>Accelerated Achievement Academy</i>	86
6	List of Key Board Members, Staff, and Consultants	87
7	Contact Information and Facilities Use	88
8	Board Policy 502: Student Services (excerpt); Discipline Committee ~ Expulsion Hearing Panel	89
9	Job Descriptions for Key Positions (Co-Executive Director; Principal; Coordinator of Business and Facilities; Coordinator of Technology Services; Teacher; Instructional Assistant I)	91
10	First-Year Operational Budget Including ADA Projections, A Cash-Flow Projection For The First Three Years Of Operation and Reserve	97
11	Sample Curriculum Map	115
12	Parent Involvement Policy—Title I	116
13	Compact from the <i>Student ~ Family Handbook</i>	118
14	Standards Progress Report	119
15	English Language Learner Reclassification Form	120
16	Excerpt from Course Catalog	121
17	Uniform Complaint Procedure	122
18	Accelerated Achievement Academy Lease	123
19	Registration Card	124
20	2011-2012 Salary Schedule	126

Attachment 1 Signatures Of Meaningfully Interested Teachers Submitted In Compliance With The Provisions Of Education Code § 47605

**Petition for Renewal of *Accelerated Achievement Academy***

We, the undersigned, believe that the charter petition herein submitted merits approval and do petition this Governing Board to grant this charter petition for renewal pursuant to Education Code Section 47506 for *Accelerated Achievement Academy*. *Charter Academy of the Redwoods*, a non-profit public benefit corporation established to develop and implement charter schools, agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the school's charter. The petitioners listed below are teachers who are currently employed and are meaningfully interested in continuing to be employed at *Accelerated Achievement Academy*. In signing below, we authorize the Lead Petitioner or designee to negotiate any and all amendments to the attached charter necessary to secure approval by the Governing Board or upon appeal as may be deemed appropriate.

By the Lead Petitioner:

<hr/> Selah Sawyer, Co-Executive Director/Principal Charter Academy of the Redwoods	<hr/> (707) 463-7080 Phone
--	-------------------------------

By the Petitioners:

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 Donna Ellis, Grades 4 and 5

---

 Mindi Juszczak, Grades 9-12

---

 Maggie Singleton, Grade 6

---

 William Pease, Grade 9-10

---

 Mark Schott, Grade 7

---

 Carrie McClure, Grade 11-12

---

 Courtney Senna, Grade 8

---

 Paul Gilbert, Grade 10

---

 Ed Andersen 9-10

---

 Stefani Esau, Grade 9-10

---

 Zephyr Quirk, Grades 11-12

---

 Ashley Watson, Grade 7

*Charter Academy of the Redwoods*  
*Preparing students for a successful future in safe, challenging, well-managed charter schools*

*I am accelerating my achievement toward a successful future in a safe, challenging, well-managed charter school*

Attachment 2:           ASSURANCES   This form is signed by a duly authorized representative of the applicant and submitted with the full application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for *Accelerated Achievement Academy* to be located at Ukiah, California is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code.<sup>1</sup> [Ref. California Education Code §47605(b)(5)(O)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
4. Will not charge tuition. [Ref. California Education Code §47605(d)(1)]
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. .
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

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*Authorized Representative's Signature*

---

*Date*

*Selah Sawyer, Co-Executive Director, Charter Academy of the Redwoods*

---

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Attachment 3: BYLAWS OF CHARTER ACADEMY OF THE REDWOODS

**BYLAWS OF CHARTER ACADEMY OF THE REDWOODS**

**DBA REDWOOD ACADEMY OF UKIAH and ACCELERATED ACHIEVEMENT ACADEMY  
A CALIFORNIA PUBLIC BENEFIT CORPORATION**

**ARTICLE 1  
OFFICES**

**SECTION 1. PRINCIPAL OFFICE**

The principal office of the corporation for the transaction of its business is located in Mendocino County, California.

**SECTION 2. CHANGE OF ADDRESS**

The county of the corporation's principal office can be changed only by amendment of these Bylaws and not otherwise. The Board of Directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these Bylaws:

1059 N. State Street Ukiah, CA 95482

Dated: July 1, 2001

**SECTION 3. OTHER OFFICES**

The corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the board of directors may, from time to time, designate.

**ARTICLE 2  
PURPOSES**

**SECTION 1. OBJECTIVES AND PURPOSES**

The primary objectives and purposes of this corporation shall be to provide educational services and programs to students through the operation of school facilities and other means. This education shall prepare students for a successful future in safe, challenging, well-managed charter schools. This entity is formed as a non-profit public benefit corporation consistent with California legislation authorizing such entities to operate public charter schools.

**ARTICLE 3  
DIRECTORS**

**SECTION 1. NUMBER**

The corporation shall have five directors and collectively they shall be known as the Board of Directors. The number may be changed by amendment of this Bylaw, or by repeal of this Bylaw and adoption of a new Bylaw, as provided in these Bylaws.

**SECTION 2. POWERS**

Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

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### **SECTION 3. DUTIES**

It shall be the duty of the directors to:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;
- (b) Elect, employ, evaluate and discharge all officers according to the prescribed duties provided in these Bylaws to assure that their duties are performed properly; ensure that the officers employ, supervise, evaluate, discharge and prescribe the duties of all agents and employees of the corporation to assure that their duties are performed properly;
- (c) Fix the compensation of all officers, agents, and employees of the corporation
- (d) Meet at such times and places as required by these Bylaws;
- (e) Register their addresses with the Secretary of the corporation and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof.

### **SECTION 4. TERMS OF OFFICE AND ELECTION AND QUALIFICATION PROCESS**

Each director shall hold office for a three-year term or until his or her successor is elected. Directors serving at the adoption of this revision to the original bylaws which specified one year terms will have time already served applied to the three years resulting in the creation of staggered terms.

Qualified candidates are those who indicate a willingness to fulfill the duties of the directors as delineated in Section 3 of this Article. When a vacancy occurs in keeping with Section 17 of this Article, the corporation Secretary will post a Notice of Vacancy at no less than three public places. Qualified candidates will notify the Secretary in writing of their interest in serving on the Board of Directors. The Board of Directors will elect persons to be Board members from those who submitted notices to the Secretary.

### **SECTION 5. COMPENSATION**

Directors shall serve without compensation except that they shall be allowed and paid \$50 for attending each meeting of the Board of Directors. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article. Directors may not be compensated for rendering services to the corporation in any capacity other than director.

### **SECTION 6. RESTRICTION REGARDING INTERESTED DIRECTORS**

Notwithstanding any other provision of these Bylaws, not more than forty-nine percent (49%) of the persons serving on the board may be interested persons. For purposes of this Section, "interested persons" means either:

- (a) Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full- or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or
- (b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

### **SECTION 7. PLACE OF MEETINGS**

The Board of Directors shall provide, in accordance with the Ralph M. Brown Act, the place for holding meetings. Regular and special meetings of the Board shall be held within the boundaries of the territory over which the corporation exercises jurisdiction, which is the State of California, except to do any of the following:



- (a) comply with state or federal law or court order, or attend a judicial or administrative proceeding to which the corporation is a party;
- (b) inspect real or personal property which cannot be conveniently brought within the boundaries of the territory over which the corporation exercises jurisdiction provided that topic of the meeting is limited to items directly related to the property;
- (c) participate in meetings or discussion of multi-agency significance that are outside the boundaries of the corporation's jurisdiction. However, any meeting or discussion held pursuant to this subdivision shall take place within the jurisdiction of one of the participating corporations or local agencies and be noticed by all participating corporations or agencies as provided for in Education Code section 54954;
- (d) meet in the closest meeting facility if the corporation has no meeting facility within the boundaries of the territory over which the corporation exercises jurisdiction, or at the principal office of the corporation if that office is located outside the territory over which the corporation exercises jurisdiction;
- (e) meet outside their immediate jurisdiction with elected or appointed officials of the United States or State of California when a local meeting would be impractical, solely to discuss a legislative or regulatory issue affecting the corporation and over which the federal or state officials have jurisdiction;
- (f) meet outside their immediate jurisdiction if the meeting takes place in or nearby a facility owned by the corporation, provided that the topic of the meeting is limited to items directly related to the facility;
- (g) visit the office of the corporation's legal counsel for a closed session on pending litigation held pursuant to Section 54956.9 when to do so would reduce legal fees or costs;
- (h) attend a conference on non-adversarial collective bargaining techniques; and
- (i) interview a potential employee from another district.

If, by reason of fire, flood, earthquake, or other emergency, it shall be unsafe to meet in the place designated, the meetings shall be held for the duration of the emergency at the place designated by the presiding officer of the legislative body or his or her designee in a notice to the local media that have requested notice pursuant to section 54956, by the most rapid means of communication available at the time.

Any noticed meeting, regular or special, may be held by conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all directors participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if all of the following apply:

- (a) each director participating in the meeting can communicate with all of the other directors concurrently;
- (b) each director is provided the means of participating in all matters before the board, including, without limitation, the capacity to propose, or to interpose an objection to a specific action to be taken by the corporation;
- (c) the corporation adopts and implements some means of verifying 1) that all persons participating in the meeting are directors of the corporation or are otherwise entitled to participate in the meeting, and 2) that all actions of, or votes by, the board are taken and case only by directors and not by persons who are not directors.

## **SECTION 8. REGULAR AND ANNUAL MEETINGS**

The Directors shall adopt a calendar that provides for a meeting no less than once a year. The meeting calendar shall be posted on the premises of the corporation, provided to the charter-granting authority, and sent to local media that have requested notice.

## **SECTION 9. SPECIAL MEETINGS**

Special meetings of the Board of Directors may be called by the Chairperson of the board, the President, the Vice President, the Secretary, or by any two directors, and such meetings shall be held at the place, within or without the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

## **SECTION 10. NOTICE OF MEETINGS**

At least 72 hours before a regular meeting, the Board of Directors shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. A brief general description of an item generally need not exceed 20 words. The agenda shall specify the time and location of the regular or annual meeting and shall be posted in a location that is freely accessible to members of the public.

A special meeting may be called at any time by the presiding officer of the Board of Directors, or by a majority of the members of the Board, by delivering personally, by fax, or by regular or electronic mail written notice to each member of the Board, to each local newspaper of general circulation, and radio or television stations requesting notice in writing. The notice shall be delivered personally, by fax, or by regular or electronic mail and shall be received at least 24 hours before the time of the meeting as specified in the notice. The personal and written notice shall specify the time and place of the special meeting and the business to be transacted or discussed. No other business shall be considered at these meetings by the Board.

## **SECTION 11. CONTENTS OF NOTICE**

Notice of meetings not herein dispensed with shall specify the place, day and hour of the meeting and a brief general description of all items to be transacted or discussed.

## **SECTION 12. CONSENT TO HOLDING MEETINGS**

The transactions of any meeting of the board held in keeping with the provisions of the Ralph M. Brown Act are valid, provided a quorum, as hereinafter defined, is present.

## **SECTION 13. QUORUM FOR MEETINGS**

A quorum shall consist of three Directors. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this corporation, or by law, information may be shared and discussed but no business shall be transacted by the board at any meeting at which a quorum is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least three directors.

## **SECTION 14. MAJORITY ACTION AS BOARD ACTION**

Every act taken or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, require a greater percentage or different voting rules for approval of a matter by the board.

## **SECTION 15. CONDUCT OF MEETINGS**

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Meetings of the Board of Directors shall be presided over by the Chairperson of the Board, or, if no such person has been so designated or, in his or her absence, the President of the corporation or, in his or her absence, by the Vice President of the corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by Robert's Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law.

#### **SECTION 16. BROWN ACT**

All meetings shall be governed by the Ralph M. Brown Act. In the event there is a conflict between these Bylaws or other procedures or rules and the Brown Act, the Brown Act shall prevail.

#### **SECTION 17. VACANCIES**

Vacancies on the Board of Directors shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

The Board of Directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 and following of the California Nonprofit Public Benefit Corporation Law. Vacancies will be filled in keeping with the provisions of Section 4 of this Article.

If this corporation has any members, then, if the corporation has less than fifty (50) members, directors may be removed without cause by a majority of all members, or, if the corporation has fifty (50) or more members, by vote of a majority of the votes represented at a membership meeting at which a quorum is present.

If this corporation has no members, directors may be removed without cause by a majority of the directors then in office.

Any director may resign effective upon giving written notice to the Chairperson of the Board, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Attorney General.

Vacancies on the board may be filled by approval of the board or, if the number of directors then in office is less than a quorum, by (1) the unanimous written consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws, or (3) a sole remaining director. If this corporation has members, however, vacancies created by the removal of a director may be filled only by the approval of the members. The members, if any, of this corporation may elect a director at any time to fill any vacancy not filled by the directors.

A person elected to fill a vacancy as provided by this Section shall hold office until the next annual election of the Board of Directors or until his or her death, resignation or removal from office.

#### **SECTION 18. NON-LIABILITY OF DIRECTORS**

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

#### **SECTION 19. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS**

To the extent that a person who is, or was, a director, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

## **SECTION 20. INSURANCE FOR CORPORATE AGENTS**

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against any liability other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

## **ARTICLE 4 OFFICERS**

### **SECTION 1. NUMBER OF OFFICERS**

The officers of the corporation shall be a President, a Secretary, and a Chief Financial Officer who shall be designated the Treasurer. The corporation may also have, as determined by the Board of Directors, a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, or other officers. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President or Chairperson of the Board.

### **SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE**

Any person may serve as officer of this corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

### **SECTION 3. SUBORDINATE OFFICERS**

The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

### **SECTION 4. REMOVAL AND RESIGNATION**

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

### **SECTION 5. VACANCIES**

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

## **SECTION 6. DUTIES OF PRESIDENT**

The President shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, he or she shall preside at all meetings of the Board of Directors. If applicable, the President shall preside at all meetings of the members. Except as otherwise expressly provided by law including any occasion when such action may present a conflict of interest, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

## **SECTION 7. DUTIES OF VICE PRESIDENT**

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

## **SECTION 8. DUTIES OF SECRETARY**

The Secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws.

Keep at the principal office of the corporation a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

## **SECTION 9. DUTIES OF TREASURER**

Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposits and Funds," the Treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.

Render to the President and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

## **SECTION 10. COMPENSATION**

The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Directors. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable or public purposes of this corporation.

## **ARTICLE 5 COMMITTEES**

### **SECTION 1. COMMITTEES OF THE BOARD**

The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled as "advisory" committees.

### **SECTION 2. MEETINGS AND ACTION OF COMMITTEES**

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The time for special meetings of committees may also be fixed by the Board of Directors. The Board

of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

## **ARTICLE 6 EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS**

### **SECTION 1. EXECUTION OF INSTRUMENTS**

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

### **SECTION 2. CHECKS AND NOTES**

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.

### **SECTION 3. DEPOSITS**

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

### **SECTION 4. GIFTS**

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

## **ARTICLE 7 CORPORATE RECORDS, REPORTS AND SEAL**

### **SECTION 1. MAINTENANCE OF CORPORATE RECORDS**

The corporation shall keep at its principal office in the State of California:

- (a) Minutes of all meetings of directors, committees of the board and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- (b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- (c) A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;
- (d) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

### **SECTION 2. CORPORATE SEAL**

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

### **SECTION 3. DIRECTORS' INSPECTION RIGHTS**

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

### **SECTION 4. MEMBERS' INSPECTION RIGHTS**

If this corporation has any members, then each and every member shall have the following inspection rights, for a purpose reasonably related to such person's interest as a member:

- (a) To inspect and copy the record of all members' names, addresses and voting rights, at reasonable times, upon five (5) business days' prior written demand on the corporation, which demand shall state the purpose for which the inspection rights are requested.
- (b) To obtain from the Secretary of the corporation, upon written demand and payment of a reasonable charge, an alphabetized list of the names, addresses and voting rights of those members entitled to vote for the election of directors as of the most recent record date for which the list has been compiled or as of the date specified by the member subsequent to the date of demand. The demand shall state the purpose for which the list is requested. The membership list shall be made available on or before the later of ten (10) business days after the demand is received or after the date specified therein as of which the list is to be compiled.
- (c) To inspect at any reasonable time the books, records, or minutes of proceedings of the members or of the board or committees of the board, upon written demand on the corporation by the member, for a purpose reasonably related to such person's interests as a member.

### **SECTION 5. RIGHT TO COPY AND MAKE EXTRACTS**

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

### **SECTION 6. ANNUAL REPORT**

The board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all directors of the corporation and, if this corporation has members, to any member who requests it in writing, which report shall contain the following information in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the corporation , both unrestricted and restricted to particular purposes, for the fiscal year;
- (d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year;
- (e) Any information required by Section 7 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

If this corporation has members, then, if this corporation receives TWENTY-FIVE THOUSAND DOLLARS (\$25,000), or more, in gross revenues or receipts during the fiscal year, this corporation shall automatically send the above annual report to all members, in such manner, at such time, and with such contents, including an



accompanying report from independent accountants or certification of a corporate officer, as specified by the above provisions of this Section relating to the annual report.

## **SECTION 7. ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS TO MEMBERS**

This corporation shall mail or deliver to all directors and any and all members a statement within one hundred and twenty (120) days after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:

- (a) Any transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:
  - (1) Any director or officer of the corporation, or its parent or subsidiary (a mere common directorship shall not be considered a material financial interest); or
  - (2) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than FIFTY THOUSAND DOLLARS (\$50,000) or which was one of a number of transactions with the same persons involving, in the aggregate, more than FIFTY THOUSAND DOLLARS (\$50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than TEN THOUSAND DOLLARS (\$10,000) paid during the previous fiscal year to any director or officer, except that no such statement need be made if such indemnification was approved by the members pursuant to Section 5238(e)(2) of the California Nonprofit Public Benefit Corporation Law.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions, stating each person's relationship to the corporation, the nature of such person's interest in the transaction and, where practical, the amount of such interest, provided that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

If this corporation has any members and provides all members with an annual report according to the provisions of Section 6 of this Article, then such annual report shall include the information required by this Section.

## **ARTICLE 8 FISCAL YEAR**

### **SECTION 1. FISCAL YEAR OF THE CORPORATION**

The fiscal year of the corporation shall begin on the 1<sup>ST</sup> day of July and end on the 30<sup>th</sup> day of June in each year.

## **ARTICLE 9 AMENDMENT OF BYLAWS**

### **SECTION 1. AMENDMENT**

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted as follows:

- (a) Subject to the power of members, if any, to change or repeal these Bylaws under Section 5150 of the Corporations Code, by approval of the Board of Directors unless the Bylaw amendment would materially and adversely affect the rights of members, if any, as to voting or transfer, provided, however, if this corporation has admitted any members, then a Bylaw specifying or changing the fixed number of directors of the corporation, the maximum or minimum number of directors, or changing from a fixed to variable board or vice versa, may not be adopted, amended, or repealed except as provided in subparagraph (b) of this Section; or

(b) By approval of the members, if any, of this corporation.

## **ARTICLE 10 AMENDMENT OF ARTICLES**

### **SECTION 1. AMENDMENT OF ARTICLES BEFORE ADMISSION OF MEMBERS**

Before any members have been admitted to the corporation, any amendment of the Articles of Incorporation may be adopted by approval of the Board of Directors.

### **SECTION 2. AMENDMENT OF ARTICLES AFTER ADMISSION OF MEMBERS**

After members, if any, have been admitted to the corporation, amendment of the Articles of Incorporation may be adopted by the approval of the Board of Directors and by the approval of the members of this corporation.

### **SECTION 3. CERTAIN AMENDMENTS**

Notwithstanding the above sections of this Article, this corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation of the names and addresses of the first directors of this corporation, nor the name and address of its initial agent, except to correct an error in such statement or to delete such statement after the corporation has filed a "Statement by a Domestic Non-Profit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

## **ARTICLE 11 PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS**

### **SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS**

No member, director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation.

All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this corporation and not otherwise.

## **ARTICLE 12 MEMBERS**

### **SECTION 1. DETERMINATION OF MEMBERS**

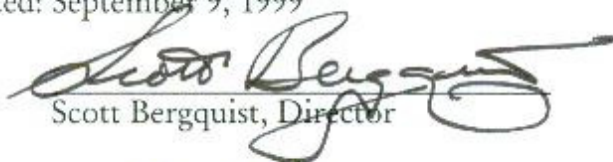
If this corporation makes no provision for members, then, pursuant to Section 5310(b) of the Nonprofit Public Benefit Corporation Law of the State of California, any action which

would otherwise, under law or the provisions of the Articles of Incorporation or Bylaws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the Board of Directors.

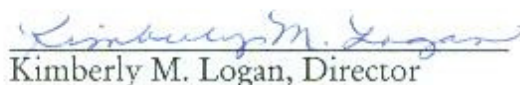
#### WRITTEN CONSENT OF DIRECTORS ADOPTING BYLAWS

We, the undersigned, are the initial directors of Charter Academy of the Redwoods, a California nonprofit corporation, and, pursuant to the authority granted to the directors by these Bylaws to take action by unanimous written consent without a meeting, consent to, and hereby do, adopt the foregoing Bylaws, consisting of 15 pages, as the Bylaws of this corporation.

Dated: September 9, 1999

  
Scott Bergquist, Director

  
Norman Harney, Director

  
Kimberly M. Logan, Director

  
Roderick A. Logan, Director

  
Jill Marmolejo, Director

#### CERTIFICATE

This is to certify that the foregoing is a true and correct copy of the Bylaws of the corporation named in the title thereto and that such Bylaws were duly adopted by the Board of Directors of said corporation on the date set forth below.

Dated: September 9, 1999

  
Roderick A. Logan, Secretary

## Attachment 4: Articles of Incorporation

**ENDORSED - FILED**  
in the office of the Secretary of State  
of the State of California

**AUG 20 1999**

**BILL JONES, Secretary of State**

**ARTICLES OF INCORPORATION  
OF  
CHARTER ACADEMY OF THE REDWOODS**

**I  
NAME OF CORPORATION**

The name of this corporation is **CHARTER ACADEMY OF THE REDWOODS.**

**II  
CORPORATE PURPOSE**

- A. This corporation is a nonprofit **PUBLIC BENEFIT CORPORATION** and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.
- B. The specific purpose of this corporation is to provide educational services and products pursuant to the California Education Code and related law including the operation of school facilities and programs.

**III  
AGENT FOR SERVICE OF PROCESS**

The name and address in the State of California of this corporation's initial agent for service of process is:


Roderick A. Logan  
376 Gardens Avenue  
Ukiah, California 95482

#### IV CORPORATE ORGANIZATION

- A. This corporation is organized and operated exclusively for charitable (including educational) purposes within the meaning of Section 501(c)(3) Internal Revenue Code and corresponding sections of the California Revenue and Taxation Code.
- B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

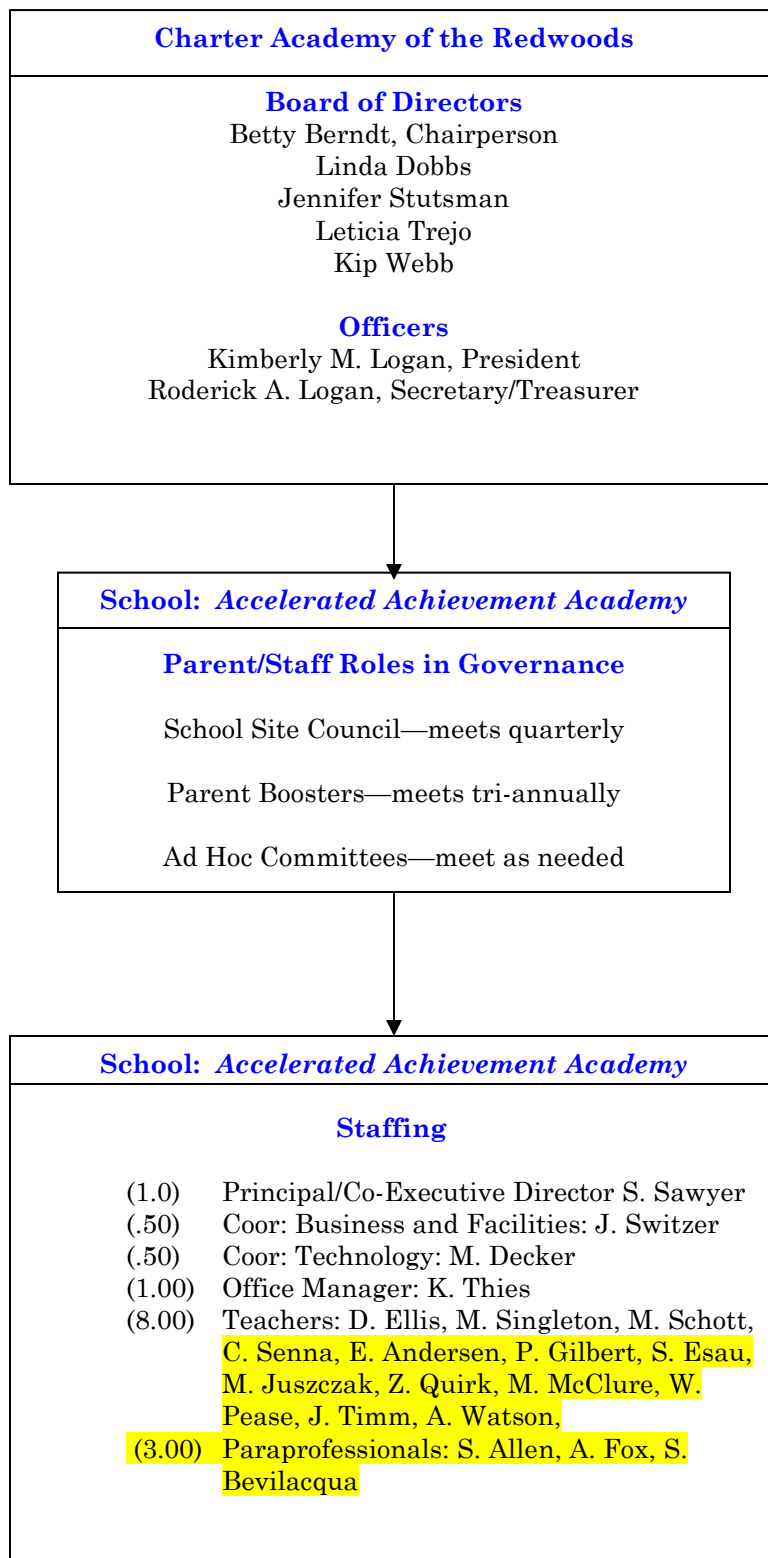
#### V DEDICATION OF CORPORATE ASSETS

The property of this corporation is irrevocable dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed either to a nonprofit fund, foundation, entity, or corporation which is organized and operated exclusively for charitable (including educational) purposes and which has established its tax exempt status under Section 501(c)(3) Internal Revenue Code or state or local government for public purposes.

  
\_\_\_\_\_  
Jerome M. Behrens, Incorporator

logan\671-01\081099ART.JMB



Attachment 5: Organizational Chart of *Accelerated Achievement Academy*

## Attachment 6: List of Key Board Members, Staff, and Consultants

**Governance**

	Terms
<b>Betty Berndt, Chairperson</b> 850 Pomo Road Ukiah, CA 95482 463-0738 home 462-4562 day <a href="mailto:Bjbmariposa@sbcglobal.net">Bjbmariposa@sbcglobal.net</a>	Initial January 1, 2009-December 31, 2011
<b>Linda Dobbs</b> 1281 Sirah Ct. Ukiah, CA 95482 463-6937	Initial January 1, 2010-December 31, 2012
<b>Leticia Trejo</b> 660 Sidnie St. Ukiah, CA 95482 462-3528	Initial January 1, 2010-December 31, 2012
<b>Jennifer Stutsman</b> 3660 Robinson Creek Road Ukiah, CA 95482 463-3750 home	Initial January 1, 2011-December 31, 2013
<b>Kip Webb, Clerk</b> 5051 N. State St. #8 Ukiah, CA 95482 485-5462	Initial December 11, 2009-December 31, 2011

**General Services**

Melinda Decker	Coordinator of Technology
Kimberly Logan	CAR President
Roderick Logan	CAR Secretary/Treasurer
Elna Gordon	Co-Executive Director
Selah Sawyer	Principal/Co-Executive Director
Jim Switzer	Coordinator of Business and Facilities

**Instructional Services**

Donna Ellis	Grades 4 and 5
Maggie Singleton	Grade 6
Mark Schott	Grade 7
Courtney Senna	Grade 8
Ed Andersen	Grade 9-10 Science/Social Studies
Paul Gilbert	Grade 10 Science
Stefani Esau	Grades 9-12 Math
Zephyr Quirk	Grades 11-12 Social Studies
Mindi Juszczak	Grades 11-12 English
William Pease	Grades 9-10 English

**External Consultants**

North Coast Self-Insurance Group (NCSIG)	Insurance
Robertson and Associates, CPA	Audit
Middleton, Young & Minney, LLP	Legal

## Attachment 7: Contact Information and Facilities Use Description

*Accelerated Achievement Academy*, in keeping with the terms of Proposition 39, provides services to students at three adjoining sites.

### **Location 1: 1031 N. State Street**

Ukiah, CA 95482

707 463-7080

“Main Campus” adjoining the Redwood Empire Fairgrounds and The Goodwill Store

Leased from owners

Housing the school office, classrooms used by grades 7-12 in some core and support classes, computer lab, library, special education staff, bathrooms

Approximately 5,000 square feet

### **Location 2: 1055 N. State Street**

Ukiah, CA 95482

707 463-7086

Home Arts Building

Rented from the Redwood Empire 12<sup>th</sup> Agricultural District

Housing grade 7 and assembly area with bathrooms

Approximately 3,200 square feet

Flower Building

Rented from the Redwood Empire 12<sup>th</sup> Agricultural District

Housing grades 4 and 5 combination class and grade 6 with bathrooms

Approximately 3,200 square feet

### **Location 3: 1059 N. State Street**

Ukiah, CA 95482

707 467-0500

*Redwood Academy of Ukiah* classrooms’ Fullerton, Georgetown, and Harvard

Provided by Ukiah Unified School District (Proposition 39) and maintained by CAR

Housing classrooms used by grades 7-10 in some core and support classes

Approximately 2,800 square feet plus bathroom facilities

Facility includes corporate office



Attachment 8: Board Policy 502: Student Services (excerpt)

502.1 The foundation of student services is the Code of Behavior: *All students and staff will respect themselves, others, and things, at all times and in all situations.*

502.2 Violating the Code of Behavior will result in counseling and/or disciplinary action including: community service, suspension, referral to another school or service, and expulsion.

The supervising staff person who initially identifies the violation will inform the student that s/he has committed a violation and will use appropriate conflict resolution methods, including a hearing if appropriate, to resolve the issue. If the issue is determined by the staff person to require additional attention or sanction, it will be promptly referred to the student's Advisor and, if appropriate, to the Principal who will inform the parent/guardian, if appropriate.

The Principal and/or Advisor will conduct an investigation to define the nature of the violation and its cause(s) and determine the sanction, if warranted. The Principal and/or Advisor will notify the parent/guardian of the result of the investigation.

All staff members are authorized to assign community service, counsel, provide information about a social, counseling, medical, assessment or other appropriate service, and suspend a student from class or for a class period. Only the Executive Director and Principals are authorized to schedule a Hearing Panel to consider a student's potential for expulsion.

In the event a student is believed to have committed a serious infraction of the Code of Behavior, the Principal or his/her designee will present a potential expulsion to staff convened to hear the case. The student and his/her parent/guardian will be encouraged to participate. The goal of the hearing will be to ensure a full understanding of the facts and determine a course of action most likely to benefit the student and support the mission of the school.

In the event that a student's return to school is considered likely to pose a threat to the welfare or safety of others, the Principal is authorized to suspend a student until a hearing can be convened. If the suspension exceeds five days, the student may request and will be given access to complete all assignments under the supervision of the parent/guardian. For a suspension of less than five days, the student may complete work missed upon his/her return. The staff will make every effort to conduct the hearing in a timely manner.

Any expulsion will be reported to the charter-granting agency and accounted for in the annual report.

In all dealings related to violations of the Code of Behavior, effort will be made to educate and counsel with a goal of ensuring that such a violation is not repeated.

In no case will possession of alcohol, drugs, tobacco, or a weapon or harassment, threats or intimidation against staff personnel or pupils be permitted. Possession for any purpose of any amount or size is grounds for immediate expulsion.

## Discipline Committee ~ Expulsion Hearing Panel

The purpose of convening a Discipline Committee ~ Expulsion Hearing Panel is to respond to charges that a student has committed an infraction of the Behavior Code that may be sufficiently serious to warrant expulsion from *Charter Academy of the Redwoods*. This process is open to the panel, the staff, and the student and his/her representative(s) except for deliberations which are closed to all but the panel and any individual(s) they request.

Convening the panel means that the staff needs to formally hear information about the infraction and make a decision about what disciplinary action, up to and including expulsion, may be warranted.

The steps to be taken by the panel include:

- I. Call to Order/Explain Procedure Chair  
The chairperson, a member of the staff, will call the meeting to order and explain the procedures. Any individual may ask questions for the purpose of ensuring that the procedure is understood.
- II. Introduction of Panel and Participants Chair  
The chairperson will introduce each member of the panel and invite other participants to introduce himself or herself. Participants who have a direct relationship with the student will identify that relationship.
- III. Presentation of Charge(s) Director  
The Principal or designee will identify the infraction(s) that is (are) to be discussed and introduce any information that has led to the decision to convene an expulsion hearing. The panel will ask questions as needed.
- IV. Panel to Call Witnesses Chair  
The chairperson will ask individuals who are known to have pertinent information about the infraction to present that information. The panel will ask questions as needed.
- V. Panel to Invite Student/Representative to Speak Chair  
The chairperson will provide for the student and his/her representative(s) to present pertinent information about the infraction. The panel will ask questions as needed.
- VI. Adjourn to Deliberate Panel  
The panel will excuse all other individuals as they deliberate. The purpose of their deliberation is 3-fold:
  1. To ensure that all panel members fully understand the infraction and information that has been presented
  2. To determine whether or not disciplinary action is needed
  3. If it is determined that disciplinary action is needed, the panel is responsible for deciding what that action will be.
- VII. Announce Decision Chair  
The chairperson will reconvene publicly and will announce the determination of the panel. The decision announced by the chair is final.

*Preparing students for a successful future in safe, challenging, well-managed charter schools*

*I am accelerating my achievement toward a successful future in a safe, challenging, well-managed charter school*

## Attachment 9: Job Descriptions for Key Positions

**CO-EXECUTIVE DIRECTOR**

General Responsibilities: To ensure Corporate and school success by providing executive leadership of governance, business, educational, personnel, and student/family/community services and direct instructional service to students and staff

Supervisor: Board of Directors  
 Work Year: 211 days  
 Category: Certificated/Exempt

## Specific Duties:

Provide leadership to ensure the success of every student and staff person in a safe, challenging, well-managed charter school

Assume all executive responsibilities as appointed by the Board of Directors including: budget development and monitoring; financial and program accountability; liaison with charter-granting agencies, community organizations, and SELPA; plan development and monitoring for facilities, marketing and public relations, professional growth, and program development; staff employment; and other activities that ensure fulfillment of the Board's mission

Provide direct instruction to students by teaching one or more courses

Oversee the maintenance of accurate and timely records and reports related to the Corporation and the school

Supervise, discipline, evaluate, expel and/or terminate students and staff in accordance with Board Policies

Support staff in their efforts to prepare students to achieve at their highest possible level on state- and charter-mandated testing programs

Maintain contact with community members and student-families about student progress and needs personally and through the web

Lead the *Academy* marketing and public relations plans including outreach activities with student-families and community members

Develop and adhere to a personal plan of professional growth

Assign all necessary administrative duties and supervision to ensure that the school is safe, challenging, and well-managed and the Corporation adheres to the laws by which it is governed including those that are tax-related

Assume all responsibilities delegated to the Co-Executive Director through Board Policy

Other related duties as assigned

**COORDINATOR III: BUSINESS/FACILITIES**

General Responsibilities: To support Corporation and school success by providing leadership in business services

Supervisor: Co-Executive Director  
 Work Year: 233 days  
 Category: Classified Management/Exempt

## Specific Duties:

Provide business leadership to ensure the success of every student and staff person in a safe, challenging, well-managed charter school

Assume all responsibilities as appointed by the Co-Executive Director including: budget development and monitoring; financial and program accountability; liaison with charter-

*I am accelerating my achievement toward a successful future in a safe, challenging, well-managed charter school*

granting agencies, community organizations, and SELPA; plan development and monitoring for service area or school campus, professional growth, and program development; and other activities that ensure fulfillment of the Board's mission

Oversee the maintenance of accurate and timely records and reports

Supervise students and staff in accordance with Board Policies

Support staff in their efforts to prepare students to achieve at their highest possible level on state- and charter-mandated testing programs

Maintain contact with community members and student-families about student progress and needs personally and through the web

Support the *Academy* marketing and public relations plans including outreach activities with student-families and community members

Develop and adhere to a personal plan of professional growth

Assume all necessary administrative duties and supervision to ensure that the school is safe, challenging, and well-managed and the Corporation and school campus adhere to the laws by which it is governed including those that are tax-related

Assume all responsibilities delegated to the Coordinator III: Business/Facilities through Board Policy

Other related duties as assigned

## **PRINCIPAL**

### **General Responsibilities**

- \* to be accountable for the daily operation of the assigned site by serving in a manner that results in the success of every student and staff person according to the corporate mission
- \* to provide leadership to the corporation in a manner consistent with Board values

Supervisor: Co-Executive Director

Work Year: 211 days

Category: Certificated/Exempt

### **Specific Duties**

#### **Governance ~**

Adhere to corporate policies, regulations, and practices

Attend meetings of the corporate Board of Directors, assist in the preparation and distribution of Board items and agenda; maintain a positive relationship with Directors

Ensure adherence to the site charter, MOU, LEA plan, and other mandates; be knowledgeable about pending and actual mandates; prepare and maintain documents such as the Annual Report and Site Plan for federal funds

Prepare for and participate in the annual review process of the charter-granting agency and other processes such as accreditation

Participate in management team meetings to provide accountability for: long-term and short-term planning, budget development, facilities management, instructional improvement, personnel administration, student services, and community relations

#### **Business ~**

Ensure adherence of the site staff to budget agreements including payment for overtime and expenditures for professional growth, supplies, utilities, and instructional materials, among others; identify cost-effective savings; identify potential revenues consistent with corporate and site needs

Oversee compliance of all mandates for: attendance, cash accounting, insurance inspections, payroll, purchasing, safety, student records management, technology use, and others

Examine the facility daily to identify any safety hazards and to determine that all classrooms, bathrooms, common, and private areas are clean and appropriate for use; report

any problems promptly to the Facilities Coordinator and oversee a plan to address the problems; ensure adherence of staff to all safety-related requirements and expectations  
 Support the smooth operation of the services and programs at the site(s) by routinely visiting with each staff person, managing the office when coverage is needed, adjusting schedules for staff to ensure that each assignment is reasonable, and arranging for substitute coverage as needed

### **Education ~**

Support staff in their efforts to provide instruction in ways that prepare students to achieve at the highest possible level on state- and charter-mandated testing programs; implement the state-testing program according to requirements in ways that remove barriers to student success; order, distribute, collect, and return all testing materials as mandated;  
 Monitor instruction to ensure adherence to timelines, standards, and agreed upon practices  
 Assume overall corporate-wide responsibility as assigned delegating to the site(s) as appropriate

### **Personnel ~**

Allocate staff to ensure adequate student supervision and task coverage at all times  
 Maintain employee attendance records, check disbursements, reimbursement requests and other personnel records; submit site timesheets by deadline to the Business Manager  
 Directly supervise the Office Manager, site clerks, aides, and other staff as assigned; complete performance appraisals for directly supervised staff  
 Ensure that all site staff adheres to requirements about Power School and other programs' use and timelines  
 Facilitate site staff meetings in accordance with agreed upon agendas in ways that conduct business productively, enhance team spirit, and increase participation in decision-making  
 Develop and adhere to a personal plan of professional growth; support personal and staff professional growth through reading, conference attendance, taking classes and participating in informed discussions at regular staff meetings

### **Students, Parents, and the Community ~**

Ensure student adherence to *Academic, Behavior, and Uniform* Codes; provide fair, consistent discipline while maintaining accurate, timely logs and parent communication; facilitate Discipline Committee/Expulsion Hearings  
 Work with the Coordinator of Technology and Office Manager to maintain an attractive web site with timely, accurate information that reflects the school well including: Power School access, School Accountability Report Card, critical documents, parent letter, monthly and annual calendars, instructional links, job openings, fund-raising opportunities, banners with special notices, student work assignments and samples, volunteer needs list, and others consistent with site plan  
 Ensure that the site office is orderly and attractive including work stations, bulletin boards, bookcases, etc.; ensure that the office staff is welcoming and helpful to students, parents and the community and provides accurate information and Internet access  
 Provide positive, solution-oriented communication with students and parents  
 Actively support the registration needs of prospective student ~ families  
 Provide orientation for new student ~ families  
 Work with staff to coordinate student activities including administration of annual student surveys  
 Conduct Parent Booster and School Site Council meetings according to requirements, including administration of annual parent surveys; coordinate effective parent volunteers  
 Provide consistent program of detention for behavior, tardies, and other agreed upon infractions  
 Maintain positive relationship with neighbors (ex. Fair, The Goodwill Store)

Find opportunities to build school spirit and community support and to recognize student achievement, staff success  
 Support the *Academy* marketing and public relations plans including outreach activities with student-families and community members

### **General**

Share all *strengths* of the corporation as frequently as possible; address all *weaknesses* effectively; seize all *opportunities* for improvement; and report all *threats* to providing safe, challenging, well-managed charter schools  
 Participate actively in corporate events including Family Fun Night, staff socials  
 Assume corporate-wide responsibilities as assigned;  
 Other related duties as assigned

## **COORDINATOR OF TECHNOLOGY SERVICES**

### **General Responsibilities:**

- \* to support student success by overseeing the daily operation of the activities of the school and its office functions in a manner that results in the success of every student and staff person according to the corporate mission
- \* to provide leadership to the corporation in a manner consistent with Board values

Supervisor: Co-Executive Director  
 Work Year: 211 days  
 Category: Classified

### **Specific Duties:**

#### **Governance ~**

Adhere to corporate policies, regulations, and practices  
 Participate in management team meetings to provide accountability for: long-term and short-term planning, budget development, facilities management, instructional improvement, personnel administration, student services, and community relations

#### **Business ~**

Adhere to budget agreements including payment for overtime and expenditures for professional growth, supplies, utilities, and instructional materials, among others; identify cost-effective savings; identify potential revenues consistent with corporate and site needs  
 Support compliance of all mandates for: attendance, insurance inspections related to technology, safety, student records management, technology use, and others

#### **Education ~**

Support staff in their efforts to instruct students using technology in ways that prepare students to achieve at the highest possible level on state- and charter-mandated testing programs

#### **Personnel ~**

Support all site staff in adhering to requirements about Power School, MathScore, StudyIsland, Renaissance Place and other programs' use and timelines  
 Participate in site staff meetings in accordance with agreed upon agendas in ways that conduct business productively, enhance team spirit, and increase participation in decision-making

Develop and adhere to a personal plan of professional growth; support personal and staff professional growth through technology training, reading, conference attendance, taking classes and participating in informed discussions at regular staff meetings

### **Students, Parents, and the Community ~**

Ensure student adherence to *Academic, Behavior, and Uniform Codes*

Support the Principals in maintaining attractive web sites with timely, accurate information that reflects the school well including: Power School access, School Accountability Report Card, critical documents, parent letter, monthly and annual calendars, instructional links, job openings, fund-raising opportunities, banners with special notices, student work assignments and samples, volunteer needs list, and others consistent with site plan

Ensure that the computer lab is orderly and attractive

Ensure that computer equipment including infra-structure and peripherals is in good working order

Ensure that all database applications are maintained in good working order

Ensure that all state data requirements are submitted on time

Provide positive, solution-oriented communication with students and staff

Find opportunities to build school spirit and community support and to recognize student achievement, staff success

Support the *Academy* marketing and public relations plans including outreach activities with student-families and community members

### **General~**

Share all *strengths* of the corporation as frequently as possible; address all *weaknesses* effectively; seize all *opportunities* for improvement; and report all *threats* to providing safe, challenging, well-managed charter schools

Participate actively in corporate events including Family Fun Night, staff socials

Assume corporate-wide responsibilities as assigned

Other related duties as assigned

## **TEACHER**

General Responsibilities: To support student success by providing high quality direct instruction and general supervision and to support school success by collaborating with others to implement the school's charter and mission

Supervisor: Principal

Work Year: 187 days with option for additional 15+/- M-F / 7:45-4:45

Category: Certificated/Exempt/Performance Appraised Annually/NCLB Compliant

Specific Duties:

Ensure the success of all students in one or more core curriculum subjects (English, Social Studies, Mathematics, Science) and non-core electives

Supervise Tutorial in keeping with staff supervision schedule and student needs

Maintain accurate and timely records and generate reports related to: attendance, budget, enrollment, grades, student progress, test performance, and others

Participate actively in staff workshops (before / during/ after school year) to integrate curriculum, troubleshoot, conduct personal research, maintain professional skills and knowledge, enhance school climate of professionalism

Prepare students to achieve at their highest possible level on state- and charter-mandated testing programs

Maintain contact with student-families about student progress and needs personally and through the web

Train, evaluate, and coordinate the activities of instructional support staff and volunteers

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Support the *Academy* marketing and public relations plans including outreach activities with student-families and community members

Develop and adhere to a personal plan of professional growth consistent with the California Standards of the Teaching Profession

Undertake additional administrative and supervisory duties to ensure that the school is safe, challenging, and well-managed

Depending on site may include duty to serve as Advisor to approximately 20 students and participate in daily “Check-in” and “Check-out” activities, weekly Community Luncheon, and clubs

Other related duties as assigned

## **INSTRUCTIONAL ASSISTANT I**

General Responsibilities: To support student success by providing daily assigned activities and direct support to students and staff

Supervisor: Principal, Teacher

Work Year: 180 days with additional days as agreed and hours as determined

Category: Classified/Non-Exempt/Evaluated Annually/NCLB Compliant

Specific Duties:

At the direction of a Principal or Teacher support instruction to students in classroom or lab setting, including tutoring; provide supervision to students during on and off campus activities; use the information system to maintain accurate and timely records and generate reports related to: attendance, behavior, and academic progress

Maintain contact with community members and student-families about school activities

Other related duties as assigned



Attachment 10: Budget Assumptions, Three Year Operational Budget Including Average Daily Attendance Projections, and a Cash-Flow Projection For The First Three Years Of Operation and Reserve

## ACCELERATED ACHIEVEMENT ACADEMY PROJECTED FINANCIAL INFORMATION FOR FISCAL YEARS 2012-2013, 2013-2014, 2014-2015

### ACCELERATED ACHIEVEMENT ACADEMY

Charter Academy of the Redwoods (CAR) is a non-profit public benefit corporation that operates the charter schools known as Redwood Academy of Ukiah (RAU) and Accelerated Achievement Academy (AAA). AAA is in the final year of its charter, and the attached financial projections are submitted in connection with that charter renewal process. In this report, information is only attributable to Accelerated Achievement Academy.

### ORGANIZATION OF THIS REPORT

This report consists of revenue and expense projections for fiscal years, 2012-2013, 2013-2014, and 2014-2015. The projections for each year are shown on an Excel spreadsheet with revenue and expense items listed under their appropriate SACS object code. Details of how revenue and expense are calculated will be covered in the next section. Additionally, a cash flow worksheet for the three years of operation under the new charter is also provided. These three years of budgets are based on our current year's budget, approved by our board on June 6, 2011.

### REVENUE AND EXPENSE PROJECTIONS

Revenue projections for our charter school block grant during these three years are based on information from various financial projections from School Services, Charter School Association and Charter School Development Center. Until more guidance from the state is available, we are staying with these projections without midyear cuts. Federal monies are based on 2010-2011 entitlements, except for the Education Jobs Grant, which as far as we know will not be extended. State Lottery monies are based on projections from the aforementioned agencies. We assume that we will continue to receive our Charter School Facility Grant that we have received in previous years. Up until now, entitlements always had been for the previous year and not for the current year. The program has received a boost from the State, and we may be receiving a second payment for the current year in fiscal year 2011-2012, but until we know for sure we will assume previous year entitlement only. We have been eligible for Erate discounts on our phone service and will assume this to continue.

Local revenue is based on estimated projections from previous years, and includes donations, reimbursements from other schools for technical support, and other small reimbursements. ADA, Prop 39 and oversight fees are discussed in later sections.

During these three years AAA is projecting no significant changes in its operation. It is assumed that state funding would remain the same through 2012-2013 and would start to show some increases in the following years according to School Services projections. Those projections do show some funding increases in 2012-2013 as well, but we prefer to take a conservative approach and assume we will not see that until subsequent years. We are cautious since budget cuts are always a possibility with our volatile State Budget.

We have projected increases in various expenditure categories. We show an increase in Special Ed encroachment by 2.5% in each of the three years over what it was in 2010-2011. We also have increased health benefits by 2.5% in 2012-2013, and 2% increase in 2013-2014 and 2014-2015, this information from MCOE, our Staywell Administrators. We also show projected increases from Charter School Association in our PERS administration costs over the three years. At this time, no STRS increases are expected.

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Since we can control our textbook, computer, and other 4000 series expenses, we reflect that with expenditures decreasing slightly in some categories over 2012-2013 from 2010-2011, since 2010-2011 was a “catch up” year in purchasing new textbooks and computers. Since there is a deficit shown in 2012-2013, we see the necessity of controlling our expenditures even more in years 2013-2014, and 2014-2015 until we see some increase in fund balance. We feel we can do this and still continue to serve our students according to our mission.

We also show a small increase in expenditures in the 5000 series. This is done with a CPI index factor that is from a national forecasting service, Survey of National Forecasters. Some of these expenses are not under our control, so they are subject to inflation rates.

### ADA

It is assumed ADA, average daily attendance, the factor much of our funding is based on, will remain the same throughout the three years. The ADA figures are based on Period 2 attendance projections from year 2010-2011.

### STAFFING

Staffing is presumed to stay at the same levels as 2011-2012, except for some allowance for step increases. We have had some reduction with the Executive Director position and Chief Fiscal Officer, both of whom are semi-retired and are working at far less levels than 2010-2011. This has occurred as a result of handing of duties to the two principals and the Business and Facilities coordinator. The amount of expenditures in the certificated administration is small since certificated administrators also have some teaching assignments, and some of our classified staff has administrative duties.

### FACILITIES

The school is planning to use the same facilities under the same leases that it does now. No expansion of facilities is planned, nor are any substantial increases in our leases expected. Both of our landlords, Gary Buffo, and the 12<sup>th</sup> Agricultural Association, have not imposed rent increases in several years, partially since our lease agreement with Gary Buffo calls for no increase if our Charter School Block Grant Revenue does not increase and is based on CPI indexes also.

### DEBT SERVICE

All loans previously entered into Car on behalf of AAA have been paid.

### OVERSIGHT AND OTHER SERVICES OF THE CHARTER GRANTING AGENCY

The projections assume the oversight fees, Proposition 39 facilities subsidy and Special Education encroachment charges would use the same formulas as they do now, except for 2.5% increase yearly in our Special Ed.

### FINANCIAL POSISTION

As noted before, we are expecting with these budgets proposals to keep the same program and to continue to offer what we do now through the three year period of these financial statements. Our large reserve from previous year's gains (which all budgets have been adjusted to reflect 2010-2011 unaudited actuals ending fund balance of \$411,164) and projected cash flows show that we do have the cash on hand to continue to be solvent even if the existing state deferrals continue through the projected three years. Even though we show a small loss of fund balance in the first two years, 2012-2-13 and 2013-2014, we have significant reserves from previous years to carry us through losses of our fund balance, and show adequate cash flow to meet our financial obligations. We do show a close to breaking even point in 2014-2015.

Of course budget projections such as these are based on certain assumptions that can change over time. One important factor to counter this is that our charter schools are organized to have no long-term agreements or leases, thus we are able to adjust our expenditures as we need to in a quick and timely manner. In the past we have frozen expenditures as required in case of budget

emergencies. We are especially flexible in our staffing expenditures, since we are not tied to bargaining agreements, and can and have frozen salaries, or can even cut salaries as the need has occurred. All employees are at-will employees, and subject to at-will provisions. We can adjust services to the school such as janitorial or employees' services such as dental and vision insurances in whatever way we see a need in a quick manner because of the lack of multi-year commitments. We will continue to keep our services to serve our student population, but in an emergency we can respond quickly to any necessary budget cuts to stay solvent.

We feel that this flexibility enables us to be successful in financially hard times and allows us to handle any financial situation that might occur.

Budget Identity:		Accelerated Achievement Academy,			2012-2013		6/11/2011	
Block Grant:			Categorical Block Grant:			Federal Funds:		
Blk Grnt 4-6	\$ 5,125.00		Cat BG 4-6	\$ 400.00			\$ -	
Blk Grnt 7-8	\$ 5,271.00		Cat BG 7-8	\$ 400.00		Title I	\$ 42,265.00	
Blk Grnt 9-12	\$ 6,116.00		Cat BG 9-12	\$ 400.00		Title II	\$ 2,936.00	
						Title VI	\$ 4,039.00	
ADA 4-6	54.54		Ed Dis BG	\$ 318.00		Lot/ ADA	\$ 125.00	
ADA 7-8	46.84		EDBG factor	100%				
ADA 9-12	59.36		Blk Grnt factor	70.250%		Supp Instr	\$ 8,624.00	
ADA Total	160.74		Prp Tx factor	29.750%				
Revenue:								
Revenue Limit Sources 8010-8099:								
	8015	Charter School G P Blk Grnt					\$ 624,843.47	
	8019	Adjustment from prior yr						
	8096	Charter School In Lieu Prp Tax					\$ 264,613.43	
	Subtotal 8010-8099						\$ 889,456.90	
Federal Revenues 8100-8299:								
	8290	Title I, II, V,VI					\$ 49,240.00	
	8290	Ed Jobs					\$ -	
	Subtotal 8100-8299						\$ 49,240.00	
Other State Revenues 8300-8599:								
	8590	Supplemental Instruction					\$ 8,624.00	
	8590	Ed Disadvantaged Blk Grnt					\$ 51,115.32	
	8590	CS Categorical Block Grant					\$ 64,296.00	
	8590	Adjustment from prior yr					\$ -	
	8550	Mandated Cost Reimbursements						
	8560	State Lottery					\$ 20,092.50	
	8590	Other State Rev					\$ 89,500.00	
	Subtotal 8300-8599:						\$ 233,627.82	
Other Local Revenues 8600-8799:								
	8631	Sale of Eq and Supplies					0	
	8639	Other Sales					0	
	8660	Interest					\$ 950.00	
	8699	Other Local					\$ 900.00	

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	8781	Prop 39 Transfer					\$	17,748.00	
	Subtotal 8600-8799:						\$	19,598.00	
Subtotal of Revenue 8010-8799							\$	1,191,922.72	
Other Financing Sources 8910-8929, 8930-8979									
	8972	Proceeds from Capital Leases					\$	-	
	8979	All Other Financing Sources					\$	-	
	Subtotal Other Financing Sources 8910-8929, 8930-8979						\$	-	
Total Revenue and Other Financing Sources:							\$	1,191,922.72	
Expense:									
	Certificated Salaries--1000 Series								
	1100	Teachers					\$	357,400.00	
	1100	Supplemental Instruction					\$	15,000.00	
	1100	Substitute / Intern							
	1300	Cert Admin					\$	60,125.00	
	1300	Cert Admin Supplemental							
	Subtotal, 1000 Series			FTE for H&W	8.71		\$	432,525.00	
	Classified Salaries--2000 Series						Total		
	2100	Inst Aide ( No Pers)							
	2200	Support (No Pers)							
	2300	Sup & Admin ( No Pers)							
	2400	Clerical, Tech, Office ( No Pers)							
	2100	Inst Aide					\$	73,514.00	
	2200	Support					\$	20,510.00	
	2300	Sup & Admin					\$	41,731.00	
	2400	Clerical, Tech, Office					\$	59,242.00	
							\$	-	
	Subtotal, 2000 Series			FTE for H&W	2.7		\$	194,997.00	

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	Employee Benefits--3000 Series				Amount		Total	
	3101	STRS-Cert			8.25%		\$ 35,683.31	
	3202	PERS- Class			14.20%		\$ 27,689.57	
	3302	OASDI-Class			6.20%		\$ 12,089.81	
	3311	Medicare-Cert			1.45%		\$ 6,271.61	
	3312	Medicare-Class			1.45%		\$ 2,827.46	
	3401	H&W-Cert		\$ 13,084.00	\$ 13,411.10		\$ 116,810.68	
	3402	H&W-Class		\$ 13,084.00	\$ 13,411.10		\$ 36,209.97	
	3501	SUI-Cert			0.72%		\$ 3,114.18	
	3502	SUI-Class			0.72%		\$ 1,403.98	
	3601	W Cmp-Cert			2.04%		\$ 8,823.51	
	3602	W Cmp-Class			2.04%		\$ 3,977.94	
		Health Ins Late Starts						
	Subtotal, 3000 Series						\$ 254,902.03	
	Books and Supplies--4000 Series							
	4100	Textbooks					\$ 5,000.00	
	4200	Books& Ref Mtls					\$ 5,000.00	
	4300	Mtrls & Sppls					\$ 51,000.00	
	4400	Noncapitalized Equipment					\$ 5,000.00	
	4700	Food					\$ 100.00	
	Subtotal, 4000 Series						\$ 66,100.00	
	Services and Other--5000 Series			CPI index		CPI Index	1.02	
						2011-2012 estimates	2011-2012 with cpi	
	5200	Travel & Conferences					\$ 700.00	
	5300	Dues and Memberships				\$ 2,339.10	\$ 2,385.88	
	5400	Insurance				\$ 6,046.07	\$ 6,166.99	
	5500	Operations & Housekeeping				\$ 39,663.00	\$ 40,456.26	
	5600	Rentals, Leases & Repairs				\$ 118,622.88	\$ 120,995.34	
		Building Lease or Rent			\$ 107,579.00			
		Land Lease			\$ -			
		Short Term Facility Rent			\$ 1,061.00			

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		Other Rentals & Repairs		\$ 12,355.34			
	5800	Professional & Consulting				\$ 97,761.15	
		SE Encrchmt	per ADA	359.46	\$ 57,779.12		
		SE	Prior Yr Adj				
		Payroll Exp		\$ 3,933.34			
		District Oversight		\$ 10,048.68			
		Other		\$ 26,000.00			
	5900	Communications				\$ 3,800.00	
	Subtotal, 5000 Series					\$ 272,265.61	
	Capital Outlay--6000 Series						
	6170	Site Improvements					
	6200	Building & Building Improvements				\$ -	
	6400	Equipment				\$ -	
	Subtotal, 6000 Series					\$ -	
	Other Outgoing--7000 Series						
	7431-7439	Debt Service				\$ -	
	Subtotal, 7000 Series					\$ -	
Total Expense						\$ 1,220,789.64	
Increase (Decrease) in Fund Balance						\$ (28,866.92)	
	8000	Beginning Fund Balance				\$ 384,086.81	
Ending Fund Balance						\$ 355,219.89	
	Reserve Portion of Ending Fund Balance			5%		\$ 61,039.48	
	financial Stabilization Account			5%		\$ 61,039.48	
	Unappropriated Portion of Ending Fund Balance					\$ 233,140.92	

Budget Identity:	Accelerated Achievement Academy,	2013-2014	6/11/2011
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Block Grant:			Categorical Block Grant:			Federal Funds:		
Blk Grnt 4-6	5,253		Cat BG 4-6	\$ 400.00			\$ -	
Blk Grnt 7-8	5,403		Cat BG 7-8	\$ 400.00		Title I	\$ 42,265.00	
Blk Grnt 9-12	6,269		Cat BG 9-12	\$ 400.00		Title II	\$ 2,936.00	
						Title VI	\$ 4,039.00	
ADA 4-6	54.54		Ed Dis BG	\$ 318.00		Lot/ ADA	\$ 125.00	
ADA 7-8	46.84		EDBG factor	100%				
ADA 9-12	59.36		Blk Grnt factor	70.250%		Supp Instr	\$ 8,624.00	
ADA Total	160.74		Prp Tx factor	29.750%				
Revenue:								
Revenue Limit Sources 8010-8099:								
	8015	Charter School G P Blk Grnt					\$ 640,464.56	
	8019	Adjustment from prior yr						
	8096	Charter School In Lieu Prp Tax					\$ 271,228.76	
	Subtotal 8010-8099						\$ 911,693.32	
Federal Revenues 8100-8299:								
	8290	Title I, II, V,VI					\$ 49,240.00	
	8290	Ed Jobs					\$ -	
	Subtotal 8100-8299						\$ 49,240.00	
Other State Revenues 8300-8599:								
	8590	Supplemental Instruction					\$ 8,624.00	
	8590	Ed Disadvantaged Blk Grnt					\$ 51,115.32	
	8590	CS Categorical Block Grant					\$ 64,296.00	
	8590	Adjustment from prior yr					\$ -	
	8550	Mandated Cost Reimbursements						
	8560	State Lottery					\$ 20,092.50	
	8590	Other State Rev					\$ 89,500.00	
	Subtotal 8300-8599:						\$ 233,627.82	
Other Local Revenues 8600-8799:								
	8631	Sale of Eq and Supplies					0	
	8639	Other Sales					0	
	8660	Interest					\$ 950.00	
	8699	Other Local					\$ 900.00	
	8781	Prop 39 Transfer					\$ 17,748.00	

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	Subtotal 8600-8799:					\$ 19,598.00	
	Subtotal of Revenue 8010-8799					\$ 1,214,159.14	
	Other Financing Sources 8910-8929, 8930-8979						
	8972	Proceeds from Capital Leases				\$ -	
	8979	All Other Financing Sources				\$ -	
	Subtotal Other Financing Sources 8910-8929, 8930-8979					\$ -	
	Total Revenue and Other Financing Sources:					\$ 1,214,159.14	
	Expense:						
	Certificated Salaries--1000 Series						
	1100	Teachers				\$ 360,400.00	
	1100	Supplemental Instruction				\$ 15,000.00	
	1100	Substitute / Intern					
	1300	Cert Admin				\$ 60,125.00	
	1300	Cert Admin Supplemental					
	Subtotal, 1000 Series	FTE for H&W	8.71			\$ 435,525.00	
	Classified Salaries--2000 Series					Total	
	2100	Inst Aide ( No Pers)					
	2200	Support (No Pers)					
	2300	Sup & Admin ( No Pers)					
	2400	Clerical, Tech, Office ( No Pers)					
	2100	Inst Aide				\$ 73,514.00	
	2200	Support				\$ 20,510.00	
	2300	Sup & Admin				\$ 41,731.00	
	2400	Clerical, Tech, Office				\$ 59,242.00	
						\$ -	
	Subtotal, 2000 Series	FTE for H&W	2.7			\$ 194,997.00	
	Employee Benefits--3000 Series	Amount				Total	

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	3101	STRS-Cert		8.25%		\$	35,930.81	
	3202	PERS- Class		14.20%		\$	27,689.57	
	3302	OASDI-Class		6.20%		\$	12,089.81	
	3311	Medicare-Cert		1.45%		\$	6,315.11	
	3312	Medicare-Class		1.45%		\$	2,827.46	
	3401	H&W-Cert	\$ 13,411.10	\$ 13,679.32		\$	119,146.89	
	3402	H&W-Class	\$ 13,411.10	\$ 13,679.32		\$	36,934.17	
	3501	SUI-Cert		0.72%		\$	3,135.78	
	3502	SUI-Class		0.72%		\$	1,403.98	
	3601	W Cmp-Cert		2.04%		\$	8,884.71	
	3602	W Cmp-Class		2.04%		\$	3,977.94	
		Health Ins Late Starts						
	Subtotal, 3000 Series					\$	258,336.24	
	Books and Supplies--4000 Series							
	4100	Textbooks				\$	5,000.00	
	4200	Books& Ref Mtls				\$	5,000.00	
	4300	Mtrls & Sppls				\$	51,000.00	
	4400	Noncapitalized Equipment				\$	5,000.00	
	4700	Food				\$	100.00	
	Subtotal, 4000 Series					\$	66,100.00	
	Services and Other--5000 Series		CPI index		CPI Index		1.02	
					2011-2012 estimates		2011-2012 with cpi	
	5200	Travel & Conferences				\$	700.00	
	5300	Dues and Memberships			\$	2,385.88	\$	2,433.60
	5400	Insurance			\$	6,166.99	\$	6,290.33
	5500	Operations & Housekeeping			\$	40,456.26	\$	41,265.39
	5600	Rentals, Leases & Repairs			\$	120,995.34	\$	123,415.24
		Building Lease or Rent		\$	107,579.00			
		Land Lease		\$	-			
		Short Term Facility Rent		\$	1,061.00			
		Other Rentals & Repairs	\$ 12,355.34	\$	14,775.25			

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	5800	Professional & Consulting				\$ 99,501.37	
		SE Enchrchmt	per ADA	368.44	\$ 59,223.60		
		SE	Prior Yr Adj				
		Payroll Exp			\$ 4,006.73		
		District Oversight			\$ 10,271.05		
		Other			\$ 26,000.00		
	5900	Communications				\$ 3,800.00	
	Subtotal, 5000 Series					\$ 277,405.92	
	Capital Outlay--6000 Series						
	6170	Site Improvements					
	6200	Building & Building Improvements				\$ -	
	6400	Equipment				\$ -	
	Subtotal, 6000 Series					\$ -	
	Other Outgoing--7000 Series						
	7431-7439	Debt Service				\$ -	
	Subtotal, 7000 Series					\$ -	
Total Expense						\$ 1,232,364.16	
Increase (Decrease) in Fund Balance						\$ (18,205.02)	
	8000	Beginning Fund Balance				\$ 355,219.89	
Ending Fund Balance						\$ 337,014.87	
	Reserve Portion of Ending Fund Balance			5%		\$ 61,618.21	
	financial Stabilization Account			5%		\$ 61,618.21	
	Unappropriated Portion of Ending Fund Balance					\$ 213,778.45	

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Budget Identity:		Accelerated Achievement Academy,			2014-2015		6/11/2011	
Block Grant:			Categorical Block Grant:			Federal Funds:		
Blk Grnt 4-6	\$ 5,431.83		Cat BG 4-6	\$ 400.00			\$ -	
Blk Grnt 7-8	\$ 5,586.57		Cat BG 7-8	\$ 400.00		Title I	\$ 42,265.00	
Blk Grnt 9-12	\$ 6,482.16		Cat BG 9-12	\$ 400.00		Title II	\$ 2,936.00	
						Title VI	\$ 4,039.00	
ADA 4-6	54.54		Ed Dis BG	\$ 318.00		Lot/ ADA	\$ 125.00	
ADA 7-8	46.84		EDBG factor	100%				
ADA 9-12	59.36		Blk Grnt factor	70.250%		Supp Instr	\$ 8,624.00	
ADA Total	160.74		Prp Tx factor	29.750%				
Revenue:								
Revenue Limit Sources 8010-8099:								
	8015	Charter School G P Blk Grnt					\$ 662,252.85	
	8019	Adjustment from prior yr						
	8096	Charter School In Lieu Prp Tax					\$ 280,455.83	
	Subtotal 8010-8099						\$ 942,708.68	
Federal Revenues 8100-8299:								
	8290	Title I, II, V,VI					\$ 49,240.00	
	8290	Ed Jobs					\$ -	
	Subtotal 8100-8299						\$ 49,240.00	
Other State Revenues 8300-8599:								
	8590	Supplemental Instruction					\$ 8,624.00	
	8590	Ed Disadvantaged Blk Grnt					\$ 51,115.32	
	8590	CS Categorical Block Grant					\$ 64,296.00	
	8590	Adjustment from prior yr					\$ -	
	8550	Mandated Cost Reimbursements						
	8560	State Lottery					\$ 20,092.50	
	8590	Other State Rev					\$ 89,500.00	
	Subtotal 8300-8599:						\$ 233,627.82	
Other Local Revenues 8600-8799:								
	8631	Sale of Eq and Supplies					0	
	8639	Other Sales					0	
	8660	Interest					\$ 950.00	
	8699	Other Local					\$ 900.00	

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	8781	Prop 39 Transfer					\$	17,748.00	
	Subtotal 8600-8799:						\$	19,598.00	
Subtotal of Revenue 8010-8799							\$	1,245,174.50	
Other Financing Sources 8910-8929, 8930-8979									
	8972	Proceeds from Capital Leases					\$	-	
	8979	All Other Financing Sources					\$	-	
	Subtotal Other Financing Sources 8910-8929, 8930-8979						\$	-	
Total Revenue and Other Financing Sources:							\$	1,245,174.50	
Expense:									
	Certificated Salaries--1000 Series								
	1100	Teachers					\$	363,400.00	
	1100	Supplemental Instruction					\$	15,000.00	
	1100	Substitute / Intern							
	1300	Cert Admin					\$	60,125.00	
	1300	Cert Admin Supplemental							
	Subtotal, 1000 Series			FTE for H&W	8.71		\$	438,525.00	
	Classified Salaries--2000 Series						Total		
	2100	Inst Aide ( No Pers)							
	2200	Support (No Pers)							
	2300	Sup & Admin ( No Pers)							
	2400	Clerical, Tech, Office ( No Pers)							
	2100	Inst Aide					\$	73,514.00	
	2200	Support					\$	20,510.00	
	2300	Sup & Admin					\$	41,731.00	
	2400	Clerical, Tech, Office					\$	59,242.00	
							\$	-	
	Subtotal, 2000 Series			FTE for H&W	2.7		\$	194,997.00	

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	Employee Benefits--3000 Series				Amount		Total	
	3101	STRS-Cert			8.25%		\$ 36,178.31	
	3202	PERS- Class			14.20%		\$ 27,689.57	
	3302	OASDI-Class			6.20%		\$ 12,089.81	
	3311	Medicare-Cert			1.45%		\$ 6,358.61	
	3312	Medicare-Class			1.45%		\$ 2,827.46	
	3401	H&W-Cert		\$ 13,679.32	\$ 13,952.91		\$ 121,529.83	
	3402	H&W-Class		\$ 13,679.32	\$ 13,952.91		\$ 37,672.85	
	3501	SUI-Cert			0.72%		\$ 3,157.38	
	3502	SUI-Class			0.72%		\$ 1,403.98	
	3601	W Cmp-Cert			2.04%		\$ 8,945.91	
	3602	W Cmp-Class			2.04%		\$ 3,977.94	
		Health Ins Late Starts						
	Subtotal, 3000 Series						\$ 261,831.66	
	Books and Supplies--4000 Series							
	4100	Textbooks					\$ 5,000.00	
	4200	Books& Ref Mtls					\$ 5,000.00	
	4300	Mtrls & Sppls					\$ 51,000.00	
	4400	Noncapitalized Equipment					\$ 5,000.00	
	4700	Food					\$ 100.00	
	Subtotal, 4000 Series						\$ 66,100.00	
	Services and Other--5000 Series			CPI index		CPI Index	1.02	
						2011-2012 estimates	2011-2012 with cpi	
	5200	Travel & Conferences					\$ 700.00	
	5300	Dues and Memberships				\$ 2,433.60	\$ 2,482.27	
	5400	Insurance				\$ 6,290.33	\$ 6,416.13	
	5500	Operations & Housekeeping				\$ 41,265.39	\$ 42,090.69	
	5600	Rentals, Leases & Repairs				\$ 123,415.24	\$ 125,883.55	\$2,468.30
		Building Lease or Rent			\$ 107,579.00			
		Land Lease			\$ -			
		Short Term Facility Rent			\$ 1,061.00			

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		Other Rentals & Repairs		\$ 14,775.25	\$ 17,243.55		
	5800	Professional & Consulting				\$ 101,394.46	
		SE Enchrmt	per ADA	377.65	\$ 60,704.19		
		SE	Prior Yr Adj				
		Payroll Exp			\$ 4,109.08		
		District Oversight			\$ 10,581.20		
		Other			\$ 26,000.00		
	5900	Communications				\$ 3,800.00	
	Subtotal, 5000 Series					\$ 282,767.11	
	Capital Outlay--6000 Series						
	6170	Site Improvements					
	6200	Building & Building Improvements				\$ -	
	6400	Equipment				\$ -	
	Subtotal, 6000 Series					\$ -	
	Other Outgoing--7000 Series						
	7431-7439	Debt Service				\$ -	
	Subtotal, 7000 Series					\$ -	
Total Expense						\$ 1,244,220.77	
Increase (Decrease) in Fund Balance						\$ 953.73	
	8000	Beginning Fund Balance				\$ 337,014.87	
Ending Fund Balance						\$ 337,968.60	
	Reserve Portion of Ending Fund Balance				5%	\$ 62,211.04	
	financial Stabilization Account				5%	\$ 62,211.04	
	Unappropriated Portion of Ending Fund Balance					\$ 213,546.52	

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## Cash Flow Projections

Budget Identity:		Accelerated Achievement Academy							Cash Flow Projection #1					Budget Totals	Ending fund balance
2012-13	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	deferred into next yr		
Beg Balance	\$158,567	\$108,336	\$248,410	\$261,276	\$185,406	\$186,798	\$189,182	\$351,661	\$316,220	\$268,780	\$297,181	\$236,276			
Revenue															
previous year deferral		\$225,520													
Block Grant	\$0	\$0	\$72,044	\$0	\$56,236	\$56,236	\$159,148	\$17,871	\$22,619	\$63,484	\$13,059	\$0	\$164,146	\$624,843.47	
Property tax	\$15,877	\$31,754	\$21,169	\$21,169	\$21,169	\$21,169	\$21,169	\$37,046	\$18,523	\$18,523	\$18,523	\$18,523	\$0	\$264,613.43	
Fed Revenues							\$19,696			\$19,696		\$9,848	\$0	\$49,240.00	
Other State	\$0	\$0	\$26,937	\$0	\$21,027	\$21,027	\$59,505	\$6,682	\$8,457	\$23,737	\$4,883	\$0	\$61,374	\$233,627.82	
Other Local												\$19,598	\$0	\$19,598.00	
Total Revenue	\$15,877	\$257,274	\$120,151	\$21,169	\$98,431	\$98,431	\$259,518	\$61,598	\$49,600	\$125,440	\$36,465	\$47,969	\$225,520		
														\$1,191,922.72	
Expenses															
1000	\$28,114	\$36,765	\$36,765	\$36,765	\$36,765	\$36,765	\$36,765	\$36,765	\$36,765	\$36,765	\$36,765	\$36,765		\$432,525.00	
2000	\$12,675	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575		\$194,997.00	
3000	\$16,569	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667	\$21,667		\$254,902.03	
4000	\$3,305	\$23,135	\$13,220	\$2,975	\$2,975	\$1,983	\$2,975	\$2,975	\$2,975	\$2,975	\$3,305	\$3,305		\$66,100.00	
5000	\$5,445	\$19,059	\$19,059	\$19,059	\$19,059	\$19,059	\$19,059	\$19,059	\$19,059	\$19,059	\$19,059	\$76,234		\$272,265.61	
6000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
7000			\$0	\$0	\$0	\$0									
Total Expenses	\$66,108	\$117,200	\$107,285	\$97,039	\$97,039	\$96,048	\$97,039	\$97,039	\$97,039	\$97,039	\$97,370	\$154,545		\$1,220,789.64	
Cash in Treasury	\$108,336	\$248,410	\$261,276	\$185,406	\$186,798	\$189,182	\$351,661	\$316,220	\$268,780	\$297,181	\$236,276	\$129,700			\$355,220

*I am accelerating my achievement toward a successful future in a safe, challenging, well-managed charter school*



Budget Identity:		Accelerated Achievement Academy							Cash Flow Projection #2						Totals	
2013-14	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June				
Beg Balance	\$129,700	\$79,344	\$219,306	\$233,596	\$157,348	\$159,769	\$163,181	\$329,261	\$294,286	\$246,968	\$276,512	\$215,491				
Revenue																
previous year deferral		\$225,520														
Block Grant	\$0	\$0	\$73,846	\$0	\$57,642	\$57,642	\$163,126	\$18,317	\$23,185	\$65,071	\$13,386	\$0	\$168,250	\$640,464.56		
Property tax	\$16,274	\$32,547	\$21,698	\$21,698	\$21,698	\$21,698	\$21,698	\$37,972	\$18,986	\$18,986	\$18,986	\$18,986	\$0	\$271,228.76		
Fed Revenues							\$19,696			\$19,696		\$9,848	\$0	\$49,240.00		
Other State	\$0	\$0	\$26,937	\$0	\$21,027	\$21,027	\$59,505	\$6,682	\$8,457	\$23,737	\$4,883	\$0	\$61,374	\$233,627.82		
Other Local												\$19,598	\$0	\$19,598.00		
Total Revenue	\$16,274	\$258,068	\$122,481	\$21,698	\$100,367	\$100,367	\$264,026	\$62,971	\$50,628	\$127,490	\$37,255	\$48,432	\$229,624	\$1,214,159.14		
Expenses																
1000	\$28,309	\$37,020	\$37,020	\$37,020	\$37,020	\$37,020	\$37,020	\$37,020	\$37,020	\$37,020	\$37,020	\$37,020		\$435,525.00		
2000	\$12,675	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575		\$194,997.00		
3000	\$16,792	\$21,959	\$21,959	\$21,959	\$21,959	\$21,959	\$21,959	\$21,959	\$21,959	\$21,959	\$21,959	\$21,959		\$258,336.24		
4000	\$3,305	\$23,135	\$13,220	\$2,975	\$2,975	\$1,983	\$2,975	\$2,975	\$2,975	\$2,975	\$3,305	\$3,305		\$66,100.00		
5000	\$5,548	\$19,418	\$19,418	\$19,418	\$19,418	\$19,418	\$19,418	\$19,418	\$19,418	\$19,418	\$19,418	\$77,674		\$277,405.92		
6000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
7000			\$0	\$0	\$0	\$0										
Total Expenses	\$66,629	\$118,106	\$108,191	\$97,946	\$97,946	\$96,954	\$97,946	\$97,946	\$97,946	\$97,946	\$98,276	\$156,532		\$1,232,364.16		
Cash in Treasury	\$79,344	\$219,306	\$233,596	\$157,348	\$159,769	\$163,181	\$329,261	\$294,286	\$246,968	\$276,512	\$215,491	\$107,391				\$337,015

*I am accelerating my achievement toward a successful future in a safe, challenging, well-managed charter school*

Budget Identity:		Accelerated Achievement Academy							Cash Flow Projection #3						Totals	
2014-15	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June				
Beg Balance	\$107,391	\$57,060	\$201,305	\$217,918	\$141,481	\$145,673	\$150,857	\$322,297	\$288,310	\$241,500	\$272,976	\$212,128				
Revenue																
previous year deferral		\$229,624														
Block Grant	\$0	\$0	\$76,358	\$0	\$59,603	\$59,603	\$168,676	\$18,940	\$23,974	\$67,285	\$13,841	\$0	\$173,974	\$662,252.85		
Property tax	\$16,827	\$33,655	\$22,436	\$22,436	\$22,436	\$22,436	\$22,436	\$39,264	\$19,632	\$19,632	\$19,632	\$19,632	\$0	\$280,455.83		
Fed Revenues							\$19,696			\$19,696		\$9,848	\$0	\$49,240.00		
Other State	\$0	\$0	\$26,937	\$0	\$21,027	\$21,027	\$59,505	\$6,682	\$8,457	\$23,737	\$4,883	\$0	\$61,374	\$233,627.82		
Other Local												\$19,598	\$0	\$19,598.00		
Total Revenue	\$16,827	\$263,279	\$125,732	\$22,436	\$103,066	\$103,066	\$270,313	\$64,886	\$52,063	\$130,349	\$38,356	\$49,078	\$235,348	\$1,245,174.50		
Expenses																
1000	\$28,504	\$37,275	\$37,275	\$37,275	\$37,275	\$37,275	\$37,275	\$37,275	\$37,275	\$37,275	\$37,275	\$37,275		\$438,525.00		
2000	\$12,675	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575	\$16,575		\$194,997.00		
3000	\$17,019	\$22,256	\$22,256	\$22,256	\$22,256	\$22,256	\$22,256	\$22,256	\$22,256	\$22,256	\$22,256	\$22,256		\$261,831.66		
4000	\$3,305	\$23,135	\$13,220	\$2,975	\$2,975	\$1,983	\$2,975	\$2,975	\$2,975	\$2,975	\$3,305	\$3,305		\$66,100.00		
5000	\$5,655	\$19,794	\$19,794	\$19,794	\$19,794	\$19,794	\$19,794	\$19,794	\$19,794	\$19,794	\$19,794	\$79,175		\$282,767.11		
6000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
7000			\$0	\$0	\$0	\$0										
Total Expenses	\$67,158	\$119,034	\$109,119	\$98,873	\$98,873	\$97,882	\$98,873	\$98,873	\$98,873	\$98,873	\$99,204	\$158,585		\$1,244,220.77		
Cash in Treasury	\$57,060	\$201,305	\$217,918	\$141,481	\$145,673	\$150,857	\$322,297	\$288,310	\$241,500	\$272,976	\$212,128	\$102,621				\$337,969

*I am accelerating my achievement toward a successful future in a safe, challenging, well-managed charter school*

## Attachment 11: Sample Curriculum Map

*Accelerated Achievement Academy*      Quarter 1      Dates: August 18, 2010 – October 15, 2010 [41 days]  
Grade 6

This quarter I expect to accelerate my achievement by meeting my daily objectives to attain my **SMART** goal to: \_\_\_\_\_

The colleges and jobs I am considering include: \_\_\_\_\_

**Is your goal SMART?**      **SMART** goals are: **S**pecific, **M**easurable, **A**ppropriate, **R**ealistic, and **T**imely

**I will explore the question:** How do humans learn about the past?

**I will:**

- Identify structures of literature such as plot, resolution, conflict, and themes by reading and analyzing Island of the Blue Dolphins
- Compose multi-paragraph narrative and expository pieces
- Apply decimals and fractions to real life uses and multiply and divide fractions
- Write and evaluate algebraic expressions by determining the Least Common Multiple and the Greatest Common Denominator of whole numbers
- Inspect and explore physical and cultural development of humans from the Mesopotamian culture
- Critique the development of humankind from the Paleolithic Era to the Agricultural Revolution
- Demonstrate knowledge of plate tectonics through lab activities about earthquakes
- Acquire effective time management skills to complete assigned work without missing assignments

**I will satisfactorily complete class assignments, pass tests, and:** make a collage of study guides and artifacts for Island of the Blue Dolphins

**I will develop and demonstrate skills and attitudes that include:**

<b>Positive Character Traits:</b>	Respect
<b>Strong Social Skills:</b>	Greetings
<b>Key Technology Skills:</b>	Manage PowerSchool® and use it to be high-achieving

**Mark Your Calendar:**

August 20- STAR Reward Trip to 6 Flags  
August 30- Electives begin  
August 30- Parent Booster Meeting 6-7 pm

September 6- Labor Day  
September 21– Picture Day  
September 29 – A+ Showcase Night 6-7pm  
October 8-Family Fun Night  
October 9- Saturday Bonus Day 8-11:40 am  
October 11- No School/Staff Work Day  
October 20-22- 4<sup>th</sup>/5<sup>th</sup>/6<sup>th</sup> grade Parent Conferences

## Attachment 12: Parent Involvement Policy—Title I

**Charter Academy of the Redwoods**

*CAR Board Policy 501.1 Charter Academy of the Redwoods recognizes that student success results when students, their families, the community, the staff, and the charter-granting agencies work in a concerted manner to ensure each student's achievement. The staff will strive to ensure that all parties have the information they need to support students and the school in meaningful ways.*

**Accelerated Achievement Academy**  
Title I Parental Involvement Policy

**1. Statement of Purpose**

As stated in board policy 501.1, Charter Academy of the Redwoods (CAR) is committed to fostering the effort of all parties to fulfill the mission of preparing every student for a successful future in safe, challenging, well-managed charter schools. To accomplish this, we establish and enhance partnerships with student ~ families (including parents and guardians) and with the community. *Accelerated Achievement Academy* student ~ families play a key role in supporting the activities of the school including attending events, participating in meetings, supervising at-home study, and monitoring academic progress. This Title I Parental Involvement Policy is designed to augment CAR Board Policy in adherence with Title I requirements.

Information about parent involvement expectations will be distributed to all parents in the *Student ~ Family Handbook* that is also posted on the school's web page at [www.redwoodacademy.org](http://www.redwoodacademy.org). We recognize that some students may need the extra assistance available through the Title I program to reach their goals. CAR will include parents in all aspects of the district's Title I program. The goal is a school-home partnership that will help all students to prepare for future success.

**2. Parental Involvement in Developing the Policy**

The Parent Boosters, consisting of parents and involving teachers, paraprofessionals, and administrative staff, representing each of the School Site Councils and other volunteers developed and will revise the CAR Parental Involvement Policy. Because both Academies are Title I school-wide program schools, all participants will be equally welcome.

**3. Annual Meeting for Title I Parents to be Held for Accelerated Achievement Academy**

All students and a responsible adult will be required to attend an orientation prior to enrollment and will be informed about the Academy's methods of communications. As posted on the school calendar, parents will be invited to attend an annual meeting for discussion of specifics concerning the instructional objectives and methods of the program. The parents will be given information about the Title I guidelines, program, and copies of the *Accelerated Achievement Academy* Parental Involvement Policy. They will be offered a chance to become involved in revising the policies as needed. Parents will be encouraged to volunteer to serve as Parent Boosters and on the School Site Council. The annual meeting may be held, usually during quarter one. Translation (English-Spanish) will be available. Parents will be sent written notices, in the home language, about the meeting times and, if possible, be contacted through telephone calls by staff and/or parent volunteers to encourage as many parents as possible to attend.

**4. School-Parent Compact**

In keeping with CAR Board Policy 501.5 and Title I regulations, *Accelerated Achievement Academy* shares responsibility with parents for high student performance by signing a school-parent-student compact. These compacts outline how parents, staff, and students share responsibility for promoting high student achievement. All parents may be involved in revising these compacts by participating on the School Site Council. Parents will receive the compact, in the home language whenever possible, following enrollment. Parents are urged to discuss the compact with their student.

**5. Types of Parental Involvement**

Parent/guardians may become actively involved in their student's education in diverse ways. The Parent Boosters and School Site Council encourage five specific strategies:

- 1) attending school-based events such Demonstration Night and Family Fun Night and participating in activities such as field trips;
- 2) participating in meetings such as Parent Booster meetings and School Site Council;
- 3) supervising at-home study using information about "nh" assignments;
- 4) monitoring academic progress by checking PowerSchool ® weekly and following up on missing work and low grades; and
- 5) assuring student preparedness and proper attendance.

**6. Matching Programs to the Needs of Our Community**

Annually *Accelerated Achievement Academy* will assess the needs of parents and children through a variety of measures including parent interviews and satisfaction surveys sent home to parents so that the Title I programs may be revised to support individual student achievement. A library of selected resources, PowerSchool ® training, and educational sessions may be provided for the Parent Boosters as requested.

## **7. Staff-Parent Communication**

Communication with parents will involve all student ~ families. Methods will include but not be limited to: required orientation for new students; use of PowerSchool®, e-mails, and a web page; maintenance of a timely school calendar of events, teacher conferences, student study team sessions, and calls home. Beginning at orientation, parents are requested to notify the staff in person or by e-mail of any concerns and to use the parent satisfaction survey to identify needs and suggestions.

## **8. Evaluation**

The School Site Council will be involved in the process of school review, planning, and improvement. The group will collect and review information about student achievement. There will be an annual evaluation of the content and effectiveness of the Title I parental involvement program; parents will be asked for their suggestions. The evaluation will include an assessment of any changes in parental involvement and an identification of barriers to parental participation. *Accelerated Achievement Academy* will revise its Parental Involvement Policy, if necessary, on the basis of this annual review. The site administrative staff will be responsible for adhering to all elements of the regulation and policy.

## **9. Barriers to Parent Participation**

Parent Boosters and the School Site Council will ensure that barriers to participation by *Accelerated Achievement Academy* parents in school activities are identified and removed. Particular attention will be given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

## CHARTER ACADEMY OF THE REDWOODS STUDENT, FAMILY, AND SCHOOL COMPACT

**We, the undersigned, are united in our efforts to prepare this student for a successful future.  
To support this effort, we agree to fulfill the following responsibilities to the best of our  
ability.**

### ***The Student's Responsibilities:***

*I Pledge ~*

- \* to work everyday to meet my school's mission by adhering to the Academic Code
- \* to follow school regulations including the Behavior Code and the Uniform Code
- \* to cooperate with my fellow students, all members of the staff, and my parents/guardians
- \* to demonstrate my highest levels of achievement in all school activities
- \* to develop and maintain a long-term career and educational plan
- \* to take pride in my achievements and the achievements of my classmates
- \* to recognize that my ability to achieve is unlimited

### ***The Family's Responsibilities:***

*I Pledge ~*

- \* to ensure that my student attends a full day of school everyday
- \* to ensure that my student follows the Behavior Code and the Uniform Code
- \* to read the *Student-Family Handbook* with my student and refer to it as needed
- \* to support my student's efforts by checking PowerSchool and the school web page weekly
- \* to support the use of my student's long-term career and educational plan
- \* to inform school staff of matters that affect my student's learning and progress
- \* to recognize and celebrate my student's successes by attending school events

### ***The School's Responsibilities:***

*We Pledge ~*

- \* to support this student's effort to prepare for a successful future by ensuring that he/she receives instruction that leads to the highest levels of academic, emotional, social, and physical achievement
- \* to monitor this student's compliance with school-wide and classroom rules and ensure that he/she understands consequences for infractions
- \* to provide an environment that contributes to his/her physical and emotional safety
- \* to monitor this student's long-term career and educational plan
- \* to recognize his/her response to challenges and celebrate his/her achievements
- \* to work as part of a team that provides a safe and well-managed school to benefit this student

---

*Student Signature*

---

*For the Family*

---

*For the Staff*

Date: \_\_\_\_\_



## Attachment 14: Standards Progress Report (Sample)

The report allows teachers to review individual student progress on specific standards on a quarterly, semester, or yearly basis.

<b>Final Grade</b>					
<b>Class</b>	<b>Teacher</b>	<b>Reporting Term</b>	<b>Letter Grade</b>	<b>Percentage</b>	<b>Final Grade Comment</b>
Ancient Civilizations 6	Maggie Singleton	Q1	Hon	80%	
Tutorial and Enrichment 6	Maggie Singleton	Q1	CR	89%	
Reading 6	Maggie Singleton	Q1	Hon	145%	
Earth Science 6 6	Maggie Singleton	Q1	Eme	59%	
Language Arts 6	Maggie Singleton	Q1	Hon	81%	
Math 6 6	Maggie Singleton	Q1	Acc	66%	

<b>Category Summary</b>					
Ancient Civilizations 6 - Maggie Singleton					
<b>Category</b>	<b># of Asmts</b>	<b>Total Points Earned</b>	<b>Total Points Possible</b>	<b>Percentage</b>	<b>Letter Grade</b>
6.1 Development Humankind-Paleo to Ag	19	439.5	551	79.7%	Acc

Earth Science 6 6 - Maggie Singleton					
<b>Category</b>	<b># of Asmts</b>	<b>Total Points Earned</b>	<b>Total Points Possible</b>	<b>Percentage</b>	<b>Letter Grade</b>
1.0-2.0 Plate Tectonics/Earth's Structure/Surface	14	206.5	348	59.3%	Eme

Language Arts 6 - Maggie Singleton					
<b>Category</b>	<b># of Asmts</b>	<b>Total Points Earned</b>	<b>Total Points Possible</b>	<b>Percentage</b>	<b>Letter Grade</b>
2.0-3.0 Reading Comp. & Literary Analysis	14	376	512	73.4%	Acc
1.0 Word Analysis & Vocabulary	56	1001.5	1195	83.8%	Hon
1.0-3.0 Writing Strategies, Conventions, & Apps	2	80	100	80%	Hon

Math 6 6 - Maggie Singleton					
<b>Category</b>	<b># of Asmts</b>	<b>Total Points Earned</b>	<b>Total Points Possible</b>	<b>Percentage</b>	<b>Letter Grade</b>
1.0-2.0 Number Sense	28	477.5	728	65.5%	Acc

Reading 6 - Maggie Singleton					
<b>Category</b>	<b># of Asmts</b>	<b>Total Points Earned</b>	<b>Total Points Possible</b>	<b>Percentage</b>	<b>Letter Grade</b>
AR Reading	1	145	100	145%	Hon

Tutorial and Enrichment 6 - Maggie Singleton					
<b>Category</b>	<b># of Asmts</b>	<b>Total Points Earned</b>	<b>Total Points Possible</b>	<b>Percentage</b>	<b>Letter Grade</b>
Enrichment	4	71	85	83.5%	CR
Study Skills	9	98	105	93.3%	CR

## Charter Academy of the Redwoods

Student: \_\_\_\_\_

☐ *Accelerated Achievement Academy*

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

☐ *Redwood Academy of Ukiah*

1059 N. State Street Ukiah, CA 95482 (707) 467-0500 Age: \_\_\_\_\_ Birth date: \_\_\_\_\_

Primary language: \_\_\_\_\_

Note:

**Current status:**

_____	English Only	EO
_____	Initially-Fluent English Proficient	I-FEP
_____	Reclassified-Fluent English Proficient	R-FEP
_____	English Learner	EL
_____	Unknown	UNK

### Reclassification Criteria Analysis

Yes	No	Criteria #1: Comparison of Performance in Basic Skills
-----	----	--

Based on the review of the latest English-Language Arts California Standards Test (CST) scores, is the student's English-Language Arts score "Basic" or higher? Score

=

Yes	No	Criteria #2: Assessment of English Proficiency
-----	----	--

Based on the review of the California English Language Development Test (CELDT), did the student score overall “Early Advanced” or higher **and** “Intermediate” or above in listening, speaking, reading, and writing skill?

Overall = \_\_\_\_\_ L = \_\_\_\_\_ S = \_\_\_\_\_ R = \_\_\_\_\_ W = \_\_\_\_\_

Yes	No	Criteria #3: Teacher Evaluation of Student Academic Performance
-----	----	---

Based on the review of the student's academic performance in class work, does the student demonstrate adequate academic performance?

Yes	No	Criteria #4: Parent Opinion and Consultation
-----	----	--

Was the parent informed and provided opportunity to participate in reclassification process ?

**Recommended classification:**

☐ English Only  
☐ Initially-Fluent English Proficient  
☐ Reclassified-Fluent English Proficient  
☐ English Learner  
☐ To be determined

**Change, if recommended, will be monitored:**

\_\_\_\_\_ Staff to review for three years

**Change, if not recommended, will be reviewed:**

**This reclassification has been prepared by:**

\_\_\_\_\_ After next CST or CELDT results  
 \_\_\_\_\_ After next semester grades are issued  
 \_\_\_\_\_ Other:



**English 9****10 Credits**

Meets high school graduation requirement

Prerequisite	Students are expected to have solid sentence and paragraph construction skill, basic vocabulary, and to be familiar with various types of reading materials comparable to successful completion of an 8 <sup>th</sup> grade Language Arts course.
Content	This course for freshmen focuses on the fundamentals of reading, writing, and public presentation. Students work to meet English standards for grades 9 and 10: apply knowledge of word origins, read and understand grade-level materials, read and respond to significant works of literature, write and speak with a command of standard English conventions, write coherent and focused text, and produce texts of at least 1,500 words combining various rhetorical strategies.
Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and spelling and earn scores of 3 or higher on a 5 stage rubric for activities.
Next in Sequence	English 10
Assessment	Honors / Acceptable Progress / Emerging Progress / Unacceptable Progress / None
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	Assorted Novels; Short Stories; Plays; Articles

**English 10****10 Credits**

Meets high school graduation requirement

Prerequisite	Students are expected to have basic essay writing skills and to read and understand materials comparable to successful completion of English 9.
Content	This course continues the focus on the fundamentals of reading, writing, and public presentation begun in English 9 to ensure preparation to pass the California High School Exit Exam. Students will demonstrate proficiency of English standards with a focus on American and world literature: apply knowledge of word origins, read and understand grade-level appropriate materials, read and respond to significant works of literature, write and speak with a command of standard English conventions, write coherent and focused text, and produce texts of 1,500+ words combining rhetorical strategies.
Outcome	As a result of this course, students are expected to have sufficient English language skills to perform above 50% on standardized tests of reading, writing, language, and spelling and earn scores of 3 or higher on a 5 stage rubric for activities.
Next in Sequence	English 11
Assessment	Honors / Acceptable Progress / Emerging Progress / Unacceptable Progress / None
Instructional Groupings	Primarily class size instruction with individual and group projects
Materials	<i>Measuring Up</i> ; Assorted Novels; Short Stories; Plays; Articles

## Attachment 17: Uniform Complaint Procedure

### Student Programs & Services: Uniform Complaint Procedures

Charter Academy of the Redwoods recognizes that it has primary responsibility for insuring that it complies with applicable state and federal laws and regulations governing educational programs. The agency shall investigate and seek to resolve complaints at the local level. The agency shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging:

Unlawful discrimination based on ethnic group identification, religion, age, sex, sexual orientation, color, ancestry, national origin or physical or mental disability, or failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, childcare and development programs, child nutrition programs, and special education programs.

The agency acknowledges and respects students' and employees' rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the President or designee on a case-by-case basis. The President shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the President or designee. Charter Academy of the Redwoods recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The President shall ensure that the mediation results are consistent with state and federal laws and regulations.

**COMPLIANCE OFFICER:** Charter Academy of the Redwoods designates the Secretary/Treasurer as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with law. A designee appointed by the Compliance Officer may conduct the investigation.

**PROCEDURES:** The following procedures shall be used to address all complaints that allege that the agency has violated federal or state laws or regulations governing educational programs. The compliance officer shall maintain a record of each complaint as required for compliance with the California Code of Regulations, Title 5, Section 4632.

**FILING OF A COMPLAINT:** The complaint shall be presented in writing to the Compliance Officer. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (Title 5, Section 4630)

**MEDIATION:** Within three days of receiving the complaint, the compliance officer, or designee, shall informally discuss with the complainant the possibility of using informal non-binding mediation. If the informal mediation does not resolve the problem with the parameters of the law, the compliance officer, or designee, shall proceed with his/her investigation of the complaint.

**INVESTIGATION OF COMPLAINT:** The compliance officer, or designee, shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to locally mediate the complaint.

**RESPONSE/RESOLUTION:** An investigation shall be completed within 60 days after receiving a request for direct intervention or an appeal request, unless the parties have agreed to mediate and agree to extend the timelines. The compliance designee shall prepare and send to the complainant a written report of the Charter Academy of the Redwood's investigation and decision.

**CHARTER ACADEMY OF THE REDWOODS' REPORT:** The report shall include:

The findings of the complaint

Corrective actions, if any

Notice of the complainant's right to appeal the decision to the California Department of Education

A detailed statement of all specific issues that were brought up during the investigation

In a discrimination complaint, notice of right to seek civil law remedies no sooner than 60 days after filing an appeal with the California Department of Education

**APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION:** If dissatisfied with the Charter Academy of the Redwoods' decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the written decision. An appeal to the California Department of Education (CDE) is accepted on a case-by-case basis.

The CDE accepts appeals based on one or more of the following:

Charter Academy of the Redwoods failed to comply with complaint procedures

Charter Academy of the Redwoods failed to implement its final decision from a local investigation

Charter Academy of the Redwoods failed to respond to CDE's request for information regarding the complaint

No action was taken by Charter Academy of the Redwoods within sixty days of receipt of the complaint

All concerned persons are not in substantial agreement with the facts or conclusions relating to the allegations in the report

Charter Academy of the Redwoods refuses to conduct an on-site investigation

Documents regarding the complaint indicate that Charter Academy of the Redwoods officials interpreted and applied pertinent governing statutes inappropriately

Another compelling rationale

**CIVIL LAW REMEDIES:** Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of the agency's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints, however, a complainant must wait until 60 days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the agency has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.

## Attachment 18: Accelerated Achievement Academy Lease

JAN-08-2007 11:50 AM GARYBUFFO

1 530 222 2872

P. 01

January 08, 2007

To: Mr. Rod Logan  
 1031 North State Street  
 Ukiah, CA 95482

Fax: 707-467-4942

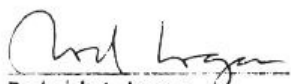
Re: Lease Option Renewal  
 Property location: 1031 North State Street, Ukiah, CA

Dear Rod,

Your current lease includes an option to renew your lease found in Section 33. It states, "Lessee is herein granted a five-year option upon the same terms and conditions as are provided in this lease, plus CPI increases as defined in paragraph 30, (Cost of Living)."

The extended term of the lease shall commence August 1, 2007 and end July 31, 2012.

Your signature below acknowledges your acceptance of the five year option as stated above.

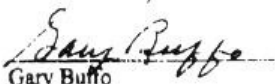


Roderick A. Logan

3-30-07

Date

Secretary/Treasurer - Charter Academy of the Redwoods



Gary Buffo


1-08-07

Date

Note: After signing and dating please call me and I will switch over to my fax line and you can fax it back to me.

Best regards,  
 Gary Buffo

## Attachment 19: Registration Card




Redwood Academy of Ukiah

## CHARTER ACADEMY OF THE REDWOODS

### NOW REGISTERING FOR 2008-2009

TWO SCHOOLS ✦ MORE CHOICE  
Dr. Kimberly M. Logan, Executive Director



Accelerated Achievement

**REDWOOD ACADEMY OF UKIAH**  
Grades 7-12  
Ms. Elna Gordon, Principal


Now enrolling for our 9<sup>th</sup> year preparing students  
for college and independent living; a California  
Distinguished School; fully accredited

**ACCELERATED ACHIEVEMENT ACADEMY**  
Grades 4-12  
Ms. Selah Sawyer, Principal

Now enrolling for our 7<sup>th</sup> year increasing the  
rate of success to catch up or get ahead;  
Accelerated Reading and Math; fully accredited

Free, safe public charter schools (no tuition, high standards) \* On-going progress reporting (teacher's grades, attendance on school web site 24/7) \* Credentialed teachers (highly qualified staff at all levels; staff collaboration on early out Wednesday at 1:20 p.m.) \* Elective options (M \* T \* Th \* F from 3:30-4:20 p.m.; choices vary including: art, Mock Trial, sports, community service, yearbook, drama, video technology, guitar, web page, dance, and others) \* Student leadership opportunities (community service, clubs, student council) \* Experienced management (over 30 yrs at all levels of public education) \* Strong discipline code (consistently applied expectations of respect) \* Uniforms required (shirts/sweatshirts/jackets/caps from a local vendor) \* Parent participation (booster group, School Site Council, and regular events) \* Accountability (students, families, staff) \* Award-winning leaders in the charter school movement

To register for an Academy, complete the card below. Mail to Charter Academy, 1059 N. State St. Ukiah, CA 95482 (first class postage) OR turn in to either school OR drop in the school mailbox OR fax to 467-4942. To confirm your registration, the student and a responsible adult must attend a complete orientation session, submit required paperwork, and agree to provide effort and support needed to make adequate academic progress.

 Please detach and return the lower section.

---

**2008-09 Registration** We agree that the student and a responsible adult will attend a complete Orientation session and submit the information packet by the deadline to confirm our registration. We will provide effort and support needed for this student to make adequate academic progress and be a student in good behavior standing.

☐ **Accelerated Achievement** I'm motivated to catch up and get ahead. Circle Grade 4 5 6 7 8 9 10 11 12

☐ **Redwood Academy** I'm motivated to prepare for college. Circle Grade 7 8 9 10 11 12

print student's full formal name

---

print name of parent(s) / guardian(s)

---

mailing address space or apt. #

---

city zip code

---

e-mail address, if available

---

Referred by: \_\_\_\_\_

work, cell, and home phone numbers

---

name of last school attended (city, state if not local)

---

☐ Male ☐ Female

birthdate \_\_\_\_\_

Please check all that apply to this student ~ family:

\_\_\_\_\_ has an IEP (special education) or 504 plan

\_\_\_\_\_ has participated in gifted and talented education

\_\_\_\_\_ has medical needs/will provide info for care

\_\_\_\_\_ need Spanish language translation services

\_\_\_\_\_ is eligible for free or reduced meals

\_\_\_\_\_ has been expelled from school in last two years/is currently suspended

\_\_\_\_\_ other special circumstances to discuss



To confirm 2008-09 registration for either Charter Academy of the Redwoods school:

- ✓ Both the student and a responsible parent/guardian must attend one complete orientation.
- ✓ All orientation sessions during the year are by appointment and last approximately one hour.
- ✓ Participants must arrive on time.
- ✓ Children under eight are not permitted; please arrange for child care, if needed.
- ✓ Orientation is held at *Redwood Academy* unless otherwise arranged.

Registrations are confirmed following each orientation session based on receipt of the following papers:

- ✓ the completed pre-registration Student Profile sheet distributed at orientation;
- ✓ current grades and/or recent report card or high school transcript;
- ✓ current attendance record;
- ✓ current immunization record; and
- ✓ birth certificate.

Window Opens	For Orientation On This Date	Paperwork Due is at 4:00
Window 1: Monday, February 25	Tuesday, March 4 4:00pm	Friday, March 7
Window 2: Wednesday, March 5	Saturday, April 5 10:15am	Friday, April 11
Window 3: Monday, April 7	Tuesday, May 13 4:00pm	Friday, May 16
Window 4: Wednesday, May 14	Tuesday, June 17 4:00pm	Friday, June 20
Window 5: Wednesday, June 18	Tuesday, July 15 4:00pm	Friday, July 18
Window 6: Wednesday, July 16	Tuesday, August 12 4:00pm	Friday, August 15
Window 7: Wednesday, August 14	Tuesday, August 19 4:00pm	Thursday, August 21
	Thursday, August 21 10:15 am	Thursday, August 21

*Note: Additional orientations may be scheduled during an existing window as needed.*

Our schools are non-sectarian in programs, admission policies, and all other operations, do not charge tuition, and do not discriminate against any pupil on the basis of perceived or actual ethnicity, nationality, race, gender, disability, religion, sexual orientation and/or association with individuals with one or more of these characteristics.

**Questions? Call us at (707) 467-0500**

---

For office use: Date rec'd \_\_\_\_\_ by \_\_\_\_\_

Orientation attended Date \_\_\_\_\_ stu \_\_\_\_\_ adult \_\_\_\_\_

Date registration requirements completed \_\_\_\_\_

A+ RA 4 5 6 7 8 9 10 11 12

Waiting # \_\_\_\_\_ as of \_\_\_\_\_

Waiting # \_\_\_\_\_ as of \_\_\_\_\_

Waiting # \_\_\_\_\_ as of \_\_\_\_\_

Waiting # \_\_\_\_\_ as of \_\_\_\_\_

Waiting # \_\_\_\_\_ as of \_\_\_\_\_

Waiting # \_\_\_\_\_ as of \_\_\_\_\_

Waiting # \_\_\_\_\_ as of \_\_\_\_\_

Follow-up \_\_\_\_\_

Confirmation Notice: \_\_\_\_\_

PowerSchool File: \_\_\_\_\_

CSIS No. \_\_\_\_\_

## Attachment 20: Salary Schedule

**Salary Schedules**  
**2011-2012 eff. July 2011**

Governance		Annual	Daily	Calendar	Stipend			
Member, Board of Directors		n/a	n/a	n/a	\$50/meeting			
President		\$16,000	n/a	n/a	n/a			
Management		Annual	Daily	Hourly	Calendar			
Co-Ex Dir/Principal		\$ 66,305	\$ 314.24	\$ 39.28	211			
n/a		\$ 56,565	\$ 268.08	\$ 33.51	211			
Coordinator III:Chief Financial Officer		\$ 61,926	\$ 268.08	\$ 33.51	231			
Coordinator III: Business/Facilities		\$ 61,926	\$ 268.08	\$ 33.51	231			
M004	Coordinator III: Technology	\$ 56,565	\$ 268.08	\$ 33.51	211			
M005	Coordinator II: Technology	\$ 46,319	\$ 219.52	\$ 27.44	211			
M007	Coordinator II: Student/Pers Srvcs	\$ 41,050	\$ 219.52	\$ 27.44	187			
M008	Coordinator I: Operations	\$ 39,658	\$ 171.68	\$ 21.46	231			
M009	Coordinator I: Technology Support	\$ 36,224	\$ 171.68	\$ 21.46	211			
Certificated	Step 1 (1-3 yrs)	Step 2 (4-6 yrs)		Step 3 (7-9 yrs)		Step 4 (10-12 yrs)		
187 Days	Annual	Daily	Annual	Daily	Annual	Daily	Annual	Daily
CE001 Teacher	\$41,050	\$219.52	\$ 43,431	\$ 232.25	\$ 45,557	\$ 243.62	\$50,131	\$ 268.08
CEInt Intern	\$35,360	\$189.09	Step 5 (13 yrs and beyond) add (1% x number of years beyond 12)					

To qualify for Step 2 and beyond all professional clear credential/ induction/ federal (HQT) requirements must be met for assignment. One Year = completed over 75% of school year in a comparable, paid teaching assignment (K-12); experience credit may be awarded for related experience by the Co-Ex Dir/Principal.

**Substitute Teacher** Daily Rate \$125 for the first three days in assignment; \$150/day thereafter  
 Less than 50% of assignment- \$27.44 hourly

<b>Classified</b>		<b>Hourly</b>	<b>Calendar</b>
CL101 Instructor II		\$ 27.44	187
CL102 Instructor I		\$ 21.46	187
CL103 Senior Instructional Assistant		\$ 18.29	187
CL104 Instructional Assistant II		\$ 14.63	a=187 / b= 180
CL105 Instructional Assistant I		\$ 10.97	180
CL106 Classroom Helper		\$ 9.15	180
CL201 Site Office Manager		\$ 18.29	211
CL202 Registrar		\$ 14.63	192
CL203 Office Clerk III a/b/c		\$ 14.63	a=231 / b=211 / c=187
CL204 Office Clerk II		\$ 10.97	187
CL205 Office Clerk I		\$ 9.15	180
CL301 Campus Aide III		\$ 14.63	205
CL302 Campus Aide II		\$ 12.80	a=205 / b=180
CL303 Campus Aide I a/b		\$ 10.97	a=205 / b=180
CL304 Student Aide		\$min wage	as assigned

**Substitute Classified** Regular rate for CAR employees for the first five days in assignment; 100% if higher rate thereafter; substitutes earn daily rate 80% of position hourly rate/not less than minimum wage.

**Contracted/Extra Services** **Hourly as needed**

CO001 Teacher, Independent Study, Core College Prep \$ 27.44

\* ISP not to exceed 1.25 hours per student per week unless approved by the principal

**Supplemental Assignments and Achievements**

Category 1: Mock Trial, academic fairs, yearbook	\$500
Category 2: Summer Session	Regular rate eff. June 13-July 1, 2011
Category 3: Additional assignment (all categories)	Regular rate with days at discretion of principal/coordinator II/III
Category 4: Additional credential authorization	\$500 per authorization one-time when awarded
Category 5: Referral of selected staff member	\$250 one-time following placement
Category 6: Bonus for hard-to-fill staff position	\$2,000 one-time max at discretion of principal

**Advanced Degree Stipend** (1 per degree) Masters \$ 500

(Contracted employees not included) Doctorate \$ 750

*Preparing students for a successful future in safe, challenging, well-managed charter schools*